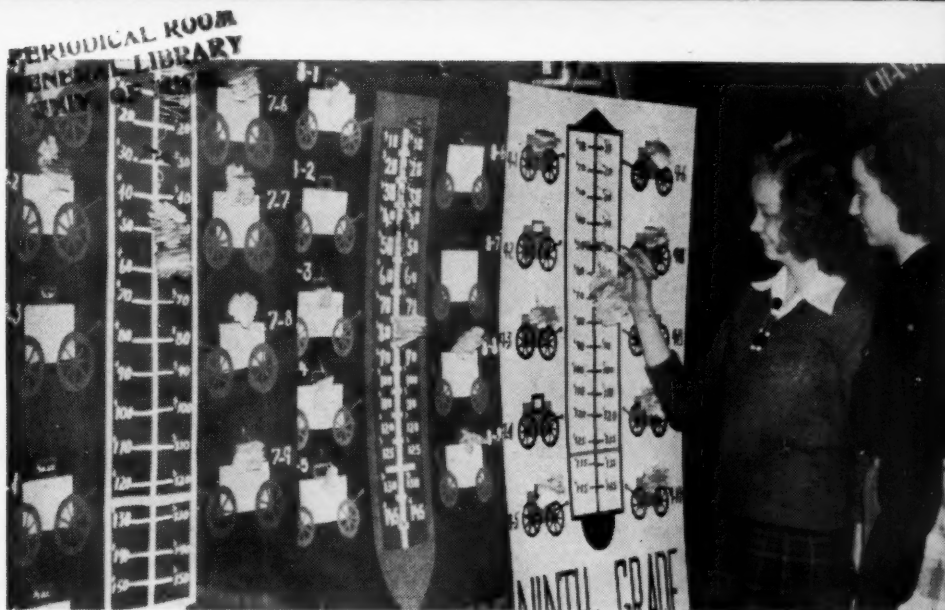


# School Activities



Showing Results of Waste Paper Drive—Champaign Junior High School  
Champaign, Illinois



V-for-Victory Program—Benton Harbor (Michigan) Senior High School  
—Courtesy of National Thespi



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# As the Editor Sees It

1944—learned to write it yet? Soon it will be 1954, 1964, 1974, 1984, 1994, and 2004, and we'll be off the scene. Or will we? Most certainly not! The real teacher never passes on—the results of her efforts will still be present long after she, physically, has been forgotten. A very practical immortality. Congratulations!

Perhaps you are seriously debating the question of whether or not it is patriotic to publish a yearbook this year. If so, take a tip from these: the government's three war schools—Annapolis, Coast Guard academy, and West Point—are publishing theirs; and there is no federal prohibition on yours. In short, although there are numerous problems to be solved, we can see no real reason why you should not continue to publish your book—an important activity in nearly every school and community. However, we believe that this bit of advice from The Champion Paper and Fiber Company is most timely and excellent—"Keep your yearbook free from gingerbread this year, but make it attractive in its simplicity."

Not all of the effects of the war will be bad. Undoubtedly, one of the good results will be the development in our schools, of more definite and attainable democratic ideals and more immediately practicable and possible democratic habits. The war, through its many vivid illustrations and its numerous opportunities for student sacrifice and cooperation, is accelerating the development of the newer trend in education—an emphasis upon group settings, relationships, and responsibilities.

During the past few years the school's main emphasis has been upon individual differences and performances based largely upon a "what-I-get-out-of-it" attitude or motive. Under the more recent emphasis, the importance of individual development and attainment are not slighted, but they are stressed more as important elements in group life and action. What else is education for democratic living?

Naturally, a very important implication is that we insure that these essential elements do not disappear from our educational program when the war is over.

Incidentally, the great majority of extra-curricular activities have always had

this group emphasis.

Very likely you, too, have been deluged with publications of great industrial and commercial concerns, institutions, and organizations which very attractively show the importance of the "fifth freedom"—freedom of individual enterprise. And you undoubtedly realize that these publications represent a phase of a very deliberate and well-organized and well-financed campaign designed to develop and perpetuate goodwill toward "big business." (Another phase of this campaign is encompassed by the many expensive advertisements appearing in current newspapers and magazines—advertisements of things that you could not buy even if you wanted to.) Read these publications, and use them if they are suitable, but use them discriminatingly, that is, with intelligence.

"The student council is primarily an administrative device"—so ran a true-false statement in a recently given examination in a course on activities. It was surprising how many of the examinees—mostly experienced teachers and graduate students—marked it "true." Perhaps the class was not well-taught, or perhaps the statement itself was ambiguous. Of course the statement is false.

The purpose of the council is to educate students—all of them. The school's administration can discharge most of the council's responsibilities more quickly and efficiently, in the same way that the various teachers can solve the students' problems, write their themes, work their experiments, and play their team positions better than they. The purpose of the council, like the purpose of all other school activities, curricular and extra-curricular, is the education of all participants, both direct and indirect.

Some high school newspapers these days appear to present little else than stories about war efforts, scrap, Red Cross, and USO drives, and stamp and bond sales, and material from government releases. This represents deterioration. The staff should not lose sight of the fact that its main function is to produce a school newspaper. All material not closely related to the school and its life should be excluded.



# A Daily Activity Period in Wartime

**T**HE TEACHERS of the Hinsdale Township High School returned one week early at the beginning of this school year for the purpose of spending a few days in professional study before the opening of school. The idea is not new, but the method in which it became a reality is certainly not usual. The idea was introduced by one of the teachers and approved by the entire staff before the close of school last year. The program was planned and organized during the summer by a committee of teachers.

The first two days of the conference<sup>1</sup> were spent studying the problems of the individual pupils in this school and the means of approaching, understanding, and adjusting those problems by the teachers. Dr. Ruth Strang of Columbia University directed the work of these first two days. The third day was given over to a study of the teacher as a counselor. Dr. S. A. Hamrin of Northwestern University had charge of this phase of our study.

The fourth day was spent in thoroughly evaluating the activity program of our school. Dr. F. B. Dixon, principal of the high school in Elgin, Illinois, outlined briefly in the morning session the requirements of a good activity program.<sup>2</sup> This is the first instance of outside assistance obtained for the study and evaluation of our activities. It proved to be a very valuable experience for the entire staff and the students who participated.<sup>3</sup>

The chief purpose of this article is not to discuss our entire activity program or the above mentioned conference. It is to indicate how the activity period (which does not include all of the school activities) operates in a suburban township high school of 726 students.

This is the second year that the activity period has been in operation in the Hinsdale Township High School. It was placed as a regular period on the daily class schedule because:

1. There was a great deal of conflict in the after-school program of activities.
2. It was felt by students, teachers, and administration that there was a definite need for giving more recognition and emphasis to the activities of the school.
3. As this is a township school, there are a large number of students who leave the school im-

<sup>1</sup>A detailed report of this pre-school in-service conference appears in the October issue of the "Journal of the National Association of Deans of Women."

<sup>2</sup>Dr. Dixon's article in the November issue of "School Activities" briefly outlines his thoughts on the evaluation of activities in wartime.

<sup>3</sup>All of the officers of all school activities were invited to attend the morning session with the teachers. Thirty-four of the student leaders attended. In the afternoon the students met separately and made their own evaluation and recommendations to the teachers and administration.

**H. F. MOSSMAN**

*Principal, Hinsdale Township High School  
Hinsdale, Illinois*

mediately after the last class and would not otherwise have an opportunity for participation in activities.

4. A good, democratic school requires that the large proportion of the students take some part in the activity program.
5. Only through increased pupil participation will there be the proper balance both in the individual and student body development.

There are seven periods in our school day for classes. The activity period is placed between the second and third periods in the morning. The pupils who do not participate in the activities of any given day remain in their second period room, and this is called their activity room. Herewith is the daily schedule which is followed each day in the week:

|               |             |
|---------------|-------------|
| 1st hour      | 8:10- 9:03  |
| 2nd hour      | 9:07- 9:55  |
| Activity Hour | 9:59-10:40  |
| 3rd hour      | 10:44-11:37 |
| 4th hour      | 11:42-12:30 |
| 5th hour      | 12:35- 1:23 |
| 6th hour      | 1:27- 2:20  |
| 7th hour      | 2:24- 3:12  |

One psychological fact has been followed very carefully in the organization of the program. Students have not been forced to participate in the activities that are scheduled for the activity period. We follow the idea that the activities should develop from a felt need or interest on the part of a sufficient number of students. Our activity program has been organized upon that basis.

Keeping the above in mind, we can well recognize then that it is impossible in inaugurating such a program to set it up administratively during the summer months, or even the preceding spring, as in the registration of students, perhaps. It means that the month of September, and even October, too, will have to be a period of development. We found that this was true also this fall, in the second year of operation. Undoubtedly, years of operation will find many of the activities carrying over from year to year with organization for the fall for each activity being planned during the spring and summer.

Each day in the week has been set aside for certain of the activities. On Monday we have the following meetings:

- Student Council—each Monday
- Student Council committees (alternating Mondays)
- Model Construction Club
- Surgical dressing unit

The Child Care Aides (Red Cross group)  
Managing board of the school paper  
Boys' intramural groups  
Debate

A song-starters' club

Girl Reserve interest groups:

1. Mechanical drawing
2. Woodworking group

Dramatics group—instruction in play direction

The period on Tuesday has been set aside for activity of a little different nature.

1. Student Council work

- a. Sale of war bonds and stamps
- b. Council problems are discussed by the students in each room under the direction of the student council representative. Students have grown to look forward to these discussions as an opportunity to discuss the work of the school from their point of view.

2. All administrative work and details, such as the reading of the announcement sheet, selling of activity tickets, etc., are taken care of at this time.

Wednesday is given over to the work of two organizations, Girl Reserves and Hi-Y. Since the majority of the students belong to the two organizations, other activities have not been permitted to conflict with their work. Also, it was thought that the work and influence of two such clubs was of such a nature that they should be encouraged by being given school time without conflict. The Hi-Y has a general meeting on alternating Wednesdays, and the Hi-Y board and committees meet on the other Wednesdays. The Girl Reserves club has a general meeting every third Wednesday. On the alternating Wednesdays many of the interest groups of that organization meet. They are:

1. The Christmas doll project
2. Sketching group (art work)
3. Junior-senior boy-girl relations group
4. Freshman - sophomore boy-girl relations group

The following organizations meet each Thursday:

1. Girls' Pep Club board
2. Debate
3. Shop Foreman's Club
4. Motion Picture Operators' Club
5. Girl Reserve Board
6. Girls Athletic Association Board
7. Boys' Intramural groups
8. Boys' Chorus (not members of any other school chorus organization)
9. Girl Reserve interest groups:
  - Surgical dressing unit
  - Child Care Aides (Red Cross)
  - Mechanical drawing
10. Hobby Club
11. Model Construction Club
12. Hot Stove League (boys' sports club)

It should be said of the Thursday program of activities that it is the one day when all of the

boards of the organizations meet. This is the time when all of the planning of the clubs' work is done. Conflicts are purposely planned to eliminate duplication of offices held.

Most of our assemblies are held during the activity period on Friday. The assembly is usually scheduled on the average of two Fridays out of three. The forty-minute activity period is lengthened by ten minutes for almost one-half of the assemblies. This is accomplished by taking five minutes from the second period and five minutes from the third period. On the Fridays when there is no assembly, preference is given to class meetings. It often happens that all four classes will wish to meet at that time, especially during the first semester, and this is an excellent time for them to do so. Other committees, boards, and groups may hold special meetings on Fridays when nothing else is planned. This will occur probably once in two months.

Students not participating in an activity on any given day will spend the forty minutes studying. A schedule for the activity period has been arranged so that:

1. All students are assigned to an activity or study room each day in the week and may be easily located at once.
2. All teachers are used during the activity period either as an activity sponsor or supervisor of a study room.
3. There is no passing during the activity period. All students remain in the activity for the entire time.
4. New activities may be organized by students at any time during the year if there is a felt need for such. Similarly, an activity may be discontinued at any time during the year if interest lags. This, however, is not likely if care is used in the organization of the activity.
5. A student may join an activity at any time during the year that he may have a desire to do so. Transferring from one activity to another, "shopping around," is discouraged.

At the end of last year, after the first year of operation, a survey was made by the activity director to ascertain attitudes of teachers and students, as well as their evaluation of the activity period. The very large majority were highly pleased with its progress. This survey indicated that:

1. The teachers liked the regularity of the schedule in contrast to much interruption in previous years for special assembly and meeting schedules, schedules which simply chiseled time from the regular class period.
2. The period offered an excellent opportunity for participating in an activity not formerly available, for studying and for making up work.
3. The period has not caused any interference with regular class work or with preparation for such work.
4. The period makes possible 100 per cent attendance in all of the boards, committees,

and clubs meeting at that time, thus making for more efficient planning and operation as activities.

5. There is much more harmony in the operation of the activity program of the school.
6. The period offers an excellent opportunity for informal discussions regarding school and youth problems. These may or may not be related to the work of the student council. In a school that is making every possible attempt to establish real democratic procedure, this is a most important achievement.

Even though our activity period is only in the second year of operation, we have found that there are certain distinct advantages in having such a period regularly scheduled as a part of the daily school program.

1. All of the students in school have an opportunity to participate. Approximately five-sixths of the students in the school are taking part in some activity. An indication of student interest might be shown in the fact that 683 of our 726 students purchased the activity ticket.
2. Students are automatically limited in the number of activities in which they may participate. This is done by scheduling certain types of activities on the same day.
3. Opportunities are provided for having different activities from day to day.
4. Conflicts between activities are eliminated, except for those purposely planned. In a school of our size, this is most important.
5. More time is offered for certain after-school activities.
6. Importance, prestige, and dignity are given to the activities by being placed on the daily schedule.
7. All teachers have an opportunity to participate in the program. Practically all of the teachers of our staff are participating in the program in some capacity.
8. Fewer students have to remain after school for club activities, board and committee meetings, etc. It is thus an opportunity for students who work after school to be in some activity work.
9. A better relationship exists between students and teachers, resulting from a better understanding of each other's needs and interests through increased participation of both in the activity program, is attained.
10. One of the greatest advantages of the activity period is the expanded and better balanced activity program. We consider the experiences of activity participation an essential phase of the pupil's educational development.

Mention should be made of the work of the student council, which is in reality the hub of the student activity program. The council is made up of the representatives of the activity rooms, totaling thirty-five in number. An executive board, which meets for lunch each Friday

noon, is made up of the four officers and the chairmen of the five council committees. Each committee has a faculty sponsor, and meets during the activity period on alternate Monday mornings. All of the plans of the committees are made in these meetings. While the student council officers are elected by the students, the five committee chairmen are appointed by the student council president, staff sponsor, and principal. These committees in their organizations offer real opportunity for the development of student initiative, responsibility, and leadership.

On the Mondays when the committees do not meet, the committee chairmen meet with the general session of the council and make their reports of their work and their recommendations. Each Tuesday morning, then, the representatives take this work to their "constituents" in their activity rooms. Really worth-while discussions result. Students in turn have here an opportunity to bring up new matters that concern students. The representatives are well instructed before their return to the council meetings on the following Monday.

It must be said in reality that the activity period has made possible a really democratic student organization that practices democracy instead of talking about it. A definite and constructive program of activity has been made possible through regularly scheduled meetings that have 100 per cent attendance, except for absence from school.

It is our thought in organizing the activity period to provide a time for certain of the activities to meet without interruption. We were well aware, however, of three functions or events that occur during the year that needed school time for successful results. They are:

1. All medical and dental work. Our juniors and freshmen are given medical examinations each year. All students are provided with the opportunity of the tuberculin test. These medical and dental tests are largely taken care of on Tuesdays during the fall. This time affords the least amount of interruption.

2. The annual Christmas pageant. This is a traditional affair in which three hundred students participate. In fact, it has become so traditional and is so desired by the village, as well as the students, that we would find it difficult to change or drop it. We take the two weeks preceding Christmas, and dispense with all activity work for that time. Practices for the music processions and pageant are held daily during the activity period. The teachers feel that it is a most satisfactory arrangement.

3. Registration of students. This we consider to be one of the most valuable of opportunities for guidance. Each activity room teacher is responsible for the registration of approximately twenty-five students. Beginning with the first week in March, we spend each Tuesday activity period for four weeks in studying the registration booklets. They are then sent home to the parents to be read, and the registration program for the



ensuing year is worked out. These schedules are then returned to the activity room teacher, who will check them during the activity period during the last two weeks in April. The schedules are then sent to the class counselors and are not worked on after the end of April. There is no interference with the activities, except during the Tuesday activity periods in March. The activity period thus offers time and opportunity for the smooth functioning of the registration of students.

A point of perfection in the use and operation of the activity period is still ahead of us. We are fully aware of many of the problems and their implications confronting us at the present time. We are optimistic and hopeful, however, that their solution will come with time and experience. We feel that the activity period is a most valuable feature of this school's daily schedule.

## School Radio Programs

SOPHIE MILLER

*Radio Entertainer, WKNY  
Kingston, New York*

**T**ODAY people from all walks of life are called upon to face a mike at some time or other. Elections are won or lost before it. All civic campaigns have local radio directors who require chairmen of various committees to address radio audiences, and so it is never too early to bring young citizens into a friendly relationship with the mike. Speakers of the old school quiver before the microphone, for they feel lost without the live, seeing audience, but that will never be the experience of growing youth in the school system that takes advantage of its local radio station facilities.

### YOUNG RADIO ENTERTAINERS PINCH HIT FOR WAR WORKERS

This year unfortunately Halowe'en fell on Saturday night, which made it difficult for our local police to handle both the children's yearly parade and regular week-end shopping traffic, and so at first it was decided not to have the and so at first it was decided not to have the parade nor to allow the auditorium to be thrown open to the youngsters. The children were so heartbroken that upon their insistence it was suggested that such organizations as Boy Scouts, American Legion, and "Y" staff take over. Finally, arrangements were made, and the doors of the auditorium were thrown open to some 2,000 children and their adult friends.

Entertainment was the second problem, as most of the adult semi-amateur entertainers were either war workers or otherwise employed, and so my child entertainers were selected to furnish the half-hour show alternating with the judging of costumes under the direction of the "Y" director.

### P. A. OR PUBLIC ADDRESS SYSTEM

At first my little radio entertainers had difficulty with the public address system. One had

to stand very close to be heard. It was a tremendous hall, with voices and echoes of two thousand people coming toward us. The speaker could not hear how he was being picked up or whether he was being heard.

In a radio studio, there is the glass windowed control room, with the ever watchful engineer to bob his head and give hand signs and signals. In front of a P. A. microphone a speaker is on his own and can only tell by the reaction of the audience whether or not he is talking into a "dead" mike.

The only instructions I could give the children was that their "noses must touch the mike." We dropped the mike as low as each child's mouth, and I stood close by to keep the entertainers in place. This was a new experience for them, as they were used to my instructions at the radio station—to be six inches away from the mike—but everything went well, and the little entertainers received ice cream cones for their efforts.

### AT AUDITIONS ADVISE BUT NEVER CRITICIZE

There is reason for shyness in children. It often comes from adult criticism. The piano accompanist should follow the child, not the child follow the music, for children's programs. If the child is making glaring mistakes, then choose another song. The first time a child nervously tries out, we always say, "That's fine. O.K. now suppose you sing it a little louder . . ." and so the child finds his own natural voice and picks up courage. We may go over a selection several times, transposing the music lower or even choosing another song, but never criticizing the child's work. We may say, "This song will show your voice to a better advantage." Each of our children is our little prima donna, and we want to show them up to their best ability.

### STAND BY

It is best for the staff announcer or program director to face the child at all times when he is performing at the mike, so the performer can watch the person in charge, for a smile of assurance when it is needed. Never leave the youngster on his own. Don't "dearie" or coddle him, but do stand by. Sometimes pat him on the shoulder and say in whispered tones, "Swell . . . sing a little louder!"

Another fright dispeller is a good loud theme song which youngsters can all sing at the beginning to get used to their own voices in the studio, with its sound-proof walls giving a different sound to their voices than at home and outdoors. Applause after each number helps to break the tension. If anything funny happens during the program, let the children laugh, then explain the laughter to the audience listening in.

Schools and radio stations should remember that results are worth all this effort. Participants in the children's programs of today will be the leaders of our theatrical, radio, and political world of tomorrow.

Don't spread patriotism too thin.—Theodore Roosevelt.

# Why Not in the High Schools?

THE superintendent of Central High School was concluding his talk at the monthly PTA meeting. "Our high school students constitute a problem today," he said, "because they are not integrated into a war-working society. With parents working in defense factories and doing other types of war work, they receive less guidance and enjoy less home life. They naturally turn to outside sources to amuse themselves. Our job is to interest them in some kind of war work and make them feel they are actually doing something to help."

This problem is one which faces teachers and parents throughout the country today. High school girls and boys are becoming restive in a producing and money-making society in which they seem to have so little a part. As the superintendent suggested, they need a coordinated organization in which they are vitally interested—an organization to which they can devote their spare time willingly. And there is no reason why the plan worked out in colleges and universities throughout the country of organizing councils for the coordination of student war effort could not be carried out in the high schools.

Typical of such a plan is the Student War Efforts Council (SWECC) established at the University of Minnesota after the war began. This council, which directs the work of member organizations, has been tremendously successful in preventing duplication and confusion in the college war effort. Representatives of organizations on the campus which have units within themselves for promoting the war effort comprise the Council. SWECC drew up a constitution, elected officers, and established an office in the Student Union, the center of campus activities. From this office, the various campaigns and drives of the members are regulated in such a way that they are spread out evenly through the entire year.

Out of SWECC have sprung numerous projects which never would have been realized by the separate organizations. Campus Chest, the central fund-raising agency, came into being through the efforts of SWECC. Rolling all requests for money into three big drives, it takes care of the financial needs of campus organizations and makes contributions to the community chest, the Red Cross, the Christmas fund, and the World Student Service Fund. Such projects as book drives, Red Cross stations, blood donor centers, knitting clubs, salvage depots and United Nations festivals have all come about as a result of the coordinating council.

Such an organization in the high school could be set up to include student activities even more completely than in the college. High schools have fewer organizations, and they could be coordinated more completely.

First, representatives should be chosen from the separate class organizations, from the student

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Minneapolis, Minnesota

body, and from all other groups such as pep clubs, glee clubs, dramatics, debate, Girl and Boy Scouts and agriculture clubs. These representatives would draw up a constitution, elect officers, and set up an office in a spare room in the high school. At the weekly or monthly meeting, the council should outline the campaign and project of each member organization in relation to the other members. Committees should be appointed to investigate possibilities for new drives, new projects.

Specifically, the regular Friday night dances could be sponsored each time by a different society, with proceeds going to the High School War Chest. The council would decide in what way the proceeds of the Chest would be divided. A fund to enable former students to finish high school would probably be supported enthusiastically.

The council could plan a competitive program for holiday festivities which would not only increase the enjoyment but also the usefulness of these social activities. At Hallowe'en, for instance, the Glee Club, Home Economics Club, Girl Scouts, and the Senior Class all give parties. A war stamp campaign could be conducted at each party, with the organization selling the most war stamps getting a trophy. Then at Thanksgiving, perhaps the Boy Scouts, the Future Farmers of America, the Sophomore Class and Rainbow would give parties, again with a war stamp campaign. The trophy would then go to the winner of this campaign. In the same manner—Christmas, Valentine's, Easter and other holidays—until at the end of the year the organization selling the most war stamps would receive the trophy permanently from the council.

The Council would also offer an excellent opportunity to interest high school students in world affairs. There is no reason why students of high school age should not carry on postwar discussions which would bring home to them more clearly the significance of the war. A committee could be appointed whose responsibility it would be to hold monthly forums. If the students themselves were allowed to select and personally engage the speakers they wished to hear, they would be more enthusiastic about the discussions.

One of the most important jobs of the councils would be to prevent the overlapping of projects and campaigns. A schedule would be worked out so the Boy Scout's scrap drive would not come the same week as the Home Economics Club's Red Cross campaign, or the Sophomore

Girls' Bandage Rolling Contest the same evening as Rainbow's benefit dance.

The council would also be effective in making the high school paper an organ for publicizing and coordinating the student war effort. The paper should have a representative to the council, so that he could cover in detail the work of the organization. The fact that the school paper would be something more than a record of school events and a humor column would give it increased importance in school life.

The cooperation and unity which an organization like the Student War Efforts Council would bring about in the high school is desirable in wartime. The student would be made to feel that he was doing something constructive in winning the war. It would give him something to think about and something to work for until the war is over and he can safely go back to being a carefree high school student.

## Plan a Consumer Survey

LAURENCE R. CAMPBELL  
2339 Hilgard Avenue  
Berkeley, 4, California

**A**DVERTISING in school newspapers pays real dividends. Businessmen in many communities know that well. Others remain unconvinced chiefly because student journalists have provided them little, if any, proof.

Business men have something to advertise because they have something to sell. The barber shop and beauty parlor sell service. The soda fountain and department store sell goods. All of them want business, that is, buyers.

Students are buyers because they have money to spend. True, what they have to spend may be small, yet it is worth considering. Moreover, many students have some influence in family purchases.

Effective advertising brings the student and businessman together. It helps the latter to sell what he wants to sell and the former to buy what he wants to buy. Thus, both may benefit through advertising.

Not all businessmen have something to sell high school students. They don't buy real estate or lumber or tombstones. Nor should they be urged to patronize smoke shops, pool rooms, or taverns.

The business men who rightly may sell to students have a right to know something about the high school newspaper as an advertising medium. That is, about the number of paid subscribers, the number of additional readers, and so on.

Smart businessmen also want to know something about the purchasing power and buying habits of those to whom they hope to sell. Such information the business staff could and should provide through a consumer survey.

Information can be gathered through interview or questionnaire. The latter usually is more ef-

fective. Hence, the business staff should prepare a one-sheet form to be filled out by enough students to make the results typical of the school.

This questionnaire should be prepared in such a way that it will be easy to answer. It also should be easy to tabulate the findings. It may be a good idea to try it out on a small group and then to revise it for more general use.

The students' names will not be needed in this kind of investigation. However, it will be desirable to have each indicate his class, his sex, his shopping center. In some schools it may be convenient to know whether he goes to and from school on the bus.

Here are some questions which may be asked in the typical high school:

1. How much money do you have to spend a week on the average?
2. Do you earn part of your spending money?
3. Do you receive special allowances for Christmas, birthdays, or school events?
4. How much do you spend a week in the school cafeteria?
5. How much do you spend a week for school supplies?
6. How much do you spend on dates a week?
7. How many times do you go to the movies in a month?
8. Do you buy small items of clothes—those costing \$2.00 or less?
9. Do you have something to say about expenditures of more than \$2.00 for your clothes?
10. How much do you spend on your hobby each week?

Some surveys also may attempt to determine the number of students who have cameras, typewriters, radios, record players, and the like. They also may ask how many pairs of socks the student buys a year, and other questions of that sort.

With the cooperation of the faculty, the staff may distribute this questionnaire through the homerooms or classes. Staff members should explain why it is important and make definite plans for collecting the questionnaires when they have been answered.

Once this has been done, the findings should be studied carefully. They may indicate that the average boy has \$ .35 a week to spend, goes to a movie every other week, and spends very little on anything but necessities. Girls, the survey may show, spend more money on cosmetics than on hobbies.

The advertising solicitors, then, should develop various "talking points." With the facts on their tongues, they can tell a merchant that the school should be a profitable source of trade. And they may supplement their interviews with written promotion material to be mailed.

In a school of five hundred students with an average weekly allowance of \$ .35, the total purchasing power in a school year exceeds \$6,000. Every merchant who wants his share of that sum should advertise in the school paper. Nor should he forget that the good will of these students will mean more when they are adults.



# A Team for Everyone and Everyone on a Team

**H** EADING this article is our school's slogan. Despite the war, our program is showing signs of being bigger and better, and I shall describe it here for the benefit of other schools that may contemplate something similar.

In general, the objectives of the intramural program at Bridgeton Junior and Senior High School are as follows:

1. To illustrate that the benefits of interscholastic contests can be gained for all students by a well organized intramural program.
2. To demonstrate that intramural contests can create a high degree of interest, enthusiasm, and competition.
3. To offer by early training in intramural contests, the preliminary training and knowledge for team games to follow.
4. To prepare each student with the minimum amount of knowledge of the various activities.
5. To foster and encourage conventional, social, and well-bred manners through the use of these friendly contests.
6. To create an interest in some type of activity that will have a useful carry-over value.
7. To train for all-around development.
8. To emphasize recreation.
9. To arouse inter-group interest and competition and thereby create an interest in school loyalty and support.
10. To provide an opportunity for students to practice and learn games before they attempt to tryout for some highly specialized team.
11. To keep the students busy at some type of enjoyable activity during their free time.
12. To supply an outlet for the surplus energy of the active boy.

## PLAN

The school is divided into International, American, and National leagues. In the International league will be all boys who register from the 7th and 8th grades, in the American league all boys from the 9th and 10th grades, and in the National league all boys from the 11th and 12th grades. Sports will be conducted on a league, tournament, class, homeroom, and individual basis.

## PLAN OF SUPERVISION

The intramural program is under the direct supervision and control of the "intramural director." Free cooperation is given by the homeroom teachers and by the administrative offices. Everything pertaining to function and organization is in the hands of the director. The schedules, eligibility, publicity, officials, and management are arranged for in detail. The director is

## RAY WELSH

*Athletic Director and Head of the  
Physical Education Department  
Bridgeton High School  
Bridgeton, New Jersey*

assisted by three student managers. Each manager has charge of one of the divisions. These managers in turn are assisted by class and homeroom managers.

## DUTIES OF MANAGERS

1. To show results of finished games.
2. See that teams are taken care of at playing time.
3. See that officials report to their games.
4. Oversee the running and general control of the contests during the play period.
5. Assist in granting of awards.
6. Keep records, standings, and lists of champions.

## OFFICIALS CLUB

There is an official for each division. These are under the supervision of the intramural director. If possible, members of the club consist of seniors and post-graduates.

Their duties are: to officiate at intramural games, to carry knowledge of rules to players, to assist director in control of games, to refer questions of dispute to director, and to turn in game results to managers.

## DEPARTMENTAL RULES AND REGULATIONS

1. No post-graduates are eligible.
2. Players within the class who have earned a varsity letter are not allowed to participate in that particular sport.
3. No scholastic requirements.
4. Expulsion measures for definite and indefinite periods of time may be for unsportsmanlike conduct, refusal to abide by the official's decisions, or for vulgar and abusive language.
5. Tournament charts and game schedules will be posted on the bulletin board in the gym for each activity.
6. Class managers will keep in touch with the schedule and notify teams when they are to play.

## CARE OF EQUIPMENT AND FACILITIES

1. Captains of teams playing are responsible for the arrival and return of all equipment.
2. Captains receive and return equipment to the gym office.
3. All captains will be slip-charged for equipment.

## AWARDS

All team champions, class champions, individual champions, tournament, and league are awarded the Bridgeton Junior-Senior High School Intramural Certificate, and the winners' names are placed on the Intra-mural Sports Champions' bulletin board for the year.

Last year's results may be judged by the following record of participation.

### INTRAMURAL PARTICIPATION

Skill—1 round—27 boys

8 intra-mural football teams—practice four times per week, game once a week—112 boys participating.

Inter class tennis—12 boys.

Inter-class cross country—10 boys

Grade school Saturday basketball league—6 teams, 80 boys—20 games each team.

7th grade homeroom basketball league—6 teams, 48 boys—12 games each team.

8th grade homeroom basketball league—10 teams, 48 boys—12 games each team.

9th and 10th grade homeroom basketball league—10 teams, 100 boys—10 games each team.

11th and 12th grade homeroom basketball league—10 teams, 100 boys—10 games each.

Junior and Senior High interclass basketball league—8 teams, 96 boys—14 games each team.

Junior and Senior High rope climbing champions—32 boys.

Junior and Senior High homeroom tug o' war champions—8 teams, 80 boys.

Junior and Senior High long shot tournament—52 boys.

Junior and Senior High foul shooting tournament—46 boys.

Senior High boxing and wrestling tournament—22 boys.

Senior High bowling league—4 teams—24 boys, 12 games to each team.

Junior and Senior interclass track and field meet—85 boys—14 different events.

Junior and Senior interclass relay carnival—82 boys—8 different relays.

Senior High interclass baseball league with four teams. Got under way, but did not complete their schedule lack of volunteer umpires caused league to disband.

With a total of 20 different activities, and with over 9,872 participants during the year after school and on Saturdays, practically every boy in the junior and senior high school participated at one time or another in the program.

The intramural program at the Bridgeton High School is entirely extra-curricular. All events are conducted

DEPARTMENT OF PHYSICAL EDUCATION  
INTRAMURAL DIVISION  
BRIDGETON JUNIOR-SENIOR HIGH SCHOOL  
BRIDGETON, N. J.

THIS is to Certify that \_\_\_\_\_ has won recognition by participating in the 19\_\_\_\_-19\_\_\_\_ Bridgeton Junior-Senior High School Intramural Activity Association Program, and has demonstrated a knowledge of the rules and fundamentals of many recreation and leisure time activities, and shown the highest principles of Sportsmanship and is hereby granted this Certificate of Merit.

|              |               |                     |
|--------------|---------------|---------------------|
| Supintendent | Principal     | Intramural Director |
| LEADERSHIP   | SPORTSMANSHIP | HEALTH              |
| RECREATION   |               | FELLOWSHIP          |
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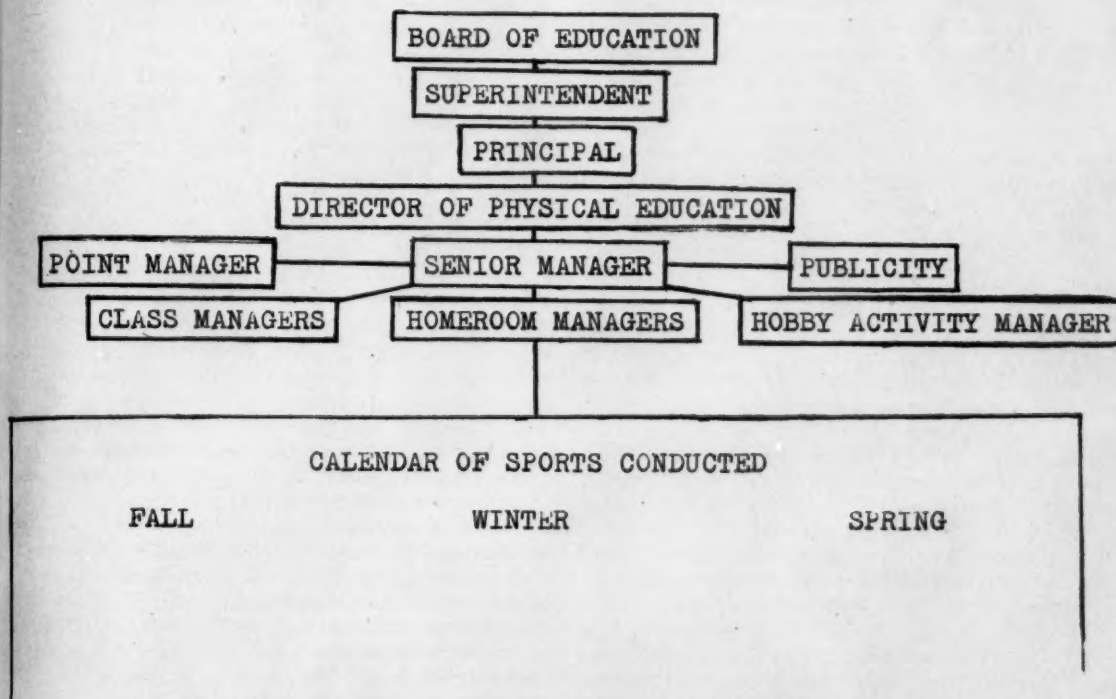
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## ORGANIZATION OF INTRAMURAL SPORTS PROGRAM



after school hours, in evenings, and on Saturdays, on a volunteer basis under the organization and supervision of the intramural director and assistants.

Our program is based upon the belief that an interest in wholesome sports under proper supervision acquired at an early age will pay big dividends in health, friendships, right attitudes, and good times.

### High Polish

This is about gymnasium floors, those beautiful, bright, polished surfaces of which the gym teacher or club director is so inordinately proud. "Isn't it a beauty," one once asked me. "Not a scratch, nor a friction mark, not a bit of uneven varnish on the whole glistening expanse." And said he, "It's more than five years ago that we had it polished and we've kept it this way ever since."

But, I remarked somewhat curiously, "Don't the children use this gymnasium? Aren't they allowed on the floor?" to which he answered, "Oh, yes, the boys are allowed to play if they have the right gym shoes—that is—if the team isn't practicing at that time. Sometimes they play barefoot or in their stocking feet; we've got to protect the polished surface."

And quickly my mind wandered to the many areas, urban and rural, where many of the children didn't have or couldn't afford the right kind of gym shoes. So many of them were lucky to have one pair of ordinary shoes. And I thought of the many other times when the boy

or girl didn't have their gym shoes with them at the moment—they, too, were barred from playing. As for playing in stocking feet, that presents a genuine hazard, especially on a polished floor. An ankle can be turned so easily and often is. As for playing in bare feet, too many gymnasiums are not warm enough for such play.

Doesn't this illustrate a most important point? Doesn't this suggest a guiding principle in all youth work? Not only in regard to gymnasium floors, but to equipment in general, presumably made for use because of the inherent benefits to youth for such use. Shouldn't all equipment, all facilities, be used as much as possible instead of as little as possible? Isn't it better to mar the beauty of the floor and help the boy or girl build a better body than to painstakingly protect the equipment and maybe hurt youth? A floor can be revarnished, equipment and facilities can be repaired, but a boy grows up only once and the activities he engages in today, plus what he feels and thinks and learns during the growing up process essentially determine what kind of a man he becomes.

We know one Boys Club director who has a beautiful half-million dollar building. He too, is proud of his gymnasium floor. But his floor is scratched and marred and streaked and worn—worn by the feet of thousands of playing boys whom he has helped to grow into better and stronger men.

Which should we strive for, highly polished floors—or healthy, happier boys?—Editorial in *Youth Leaders Digest*.



# The State High School Athletic Association

**T**HIS article was written primarily to acquaint the large body of teachers in Indiana, who do not have the opportunity to secure this information otherwise, with the purpose, standards and procedures of the Indiana High School Athletic Association. The statements are not propaganda unless the presentation of facts and the exposition of the actual workings of the association can be included under that heading. Even if the article be considered as propaganda, it certainly can not be classified as vicious propaganda. There has been no idea of hurting anyone or any institution. The desire is to explain, to expose, and to interpret the ideas, ideals and workings of a school organization meant to help and not to hinder the proper development of boys and girls. Other states have excellent high school athletic associations and high school activity associations. In the main, the purposes and principles of these organizations are quite similar although their rules, regulations, standards and procedures are somewhat different.

The Indiana High School Athletic Association, commonly known as the IHSAA, was formed in the office of the Superintendent of Public Instruction in December, 1903, by a few public high school principals and superintendents. There were fifteen high schools constituting the charter membership. The present membership is 816. The purpose of the organization, as set out in the first printing of the constitution in 1904, was the "encouragement and direction of athletics in the high schools of the State." The first constitution goes on to say—"No effort has been made to suppress or even to repress the athletic spirit that is everywhere in evidence in our schools. On the contrary, this organization gives recognition to athletics as an essential factor in the activities of the pupil and seeks only to direct these activities into proper and legitimate channels." It took considerable vision and quite a little courage for a group of school men to say these things in the year 1904. It did not take so much vision to decide to direct the athletic activities that were taking place between high schools, but it did take educational vision to decide to encourage inter-school athletic activities forty years ago. Educational opinion has changed considerably regarding the place and value of extra-curricular activities in the last forty years.

The original purpose of the IHSAA has been served in season and out of season for nearly forty years, and the association took unto itself a new purpose early in its life. Not only did the association believe in inter-school athletic activities under the supervision and direction of school authorities, but it also believed in the promotion and encouragement of physical education, recreation, and health work for all boys and all girls in the schools — elementary and high. The IHSAA has used its good offices and money to stimulate and foster programs in these

ARTHUR L. TRESTER

Commissioner of I.H.S.A.A.  
Indianapolis, Indiana

types of work. In fact the IHSAA has supported physical education work throughout its entire lifetime. The association has believed that the student is just as much entitled to his physical inheritance as he is entitled to his mental inheritance.

In the early life of the IHSAA the constitution and rules were made and amended by the principals of the schools in the membership in an annual meeting. As the membership grew, the town meeting method of legislating was abandoned, and a legislative body of fifteen members was provided by the principals. It soon developed that the members of this body did not at all times represent all sizes of high schools and all districts of the State. To correct these conditions, the principals provided an athletic council of twenty-five members to represent all sizes of high schools and all of the five IHSAA districts in the State on an enrollment basis. This athletic council exists today and is the legislative body in the association. It makes the rules and amends the constitution. There is a provision in the constitution for a referendum by the total number of principals in the membership on any action of the athletic council. Any principal may submit proposals for the consideration and action of the athletic council. The members of the athletic council are elected by the mail vote of the principals in the districts of the State. All sizes of schools in all districts of the State must be represented on the athletic council at all times. Any faculty member of a school belonging to the IHSAA is eligible for election to the athletic council upon the filing of a petition signed by five high school principals in his own district. The names, positions, and addresses of all nominees in all districts are printed on ballots and sent to all the principals in the membership. The ballots bear the signatures of the voters and they are canvassed by the IHSAA board of control. The ballots are placed on file in the IHSAA office, and may be checked by any interested person.

The twenty-five members of the athletic council select from their own membership five members to serve as a board of control. It is the duty of this board to execute the rules and regulations of the IHSAA in the wording and in the spirit in which they are made by the athletic council. The board reports back to the athletic council any major difficulties found in the execution of any rules, with recommendations regarding revisions. *Thus it is seen that legislation and execution cooperate, supplement, and complement each other at all times.* The board of control has no power to make rules, but may make regulations in force when made, although subject to

the action of the athletic council at their next meeting.

In the beginning years of the association, one of the three members of the board of control served as secretary of the association and the board of control. Later a secretary was elected by the principals for the board of control and the association. This office was filled by the principals in their annual meeting and the board of control, by authority in the constitution, has continued the contract. The title of the office was changed from "secretary" to "commissioner" within a few years. Any opinion or action of the commission is subject to review by the board of control. *The commissioner has no vote on the athletic council, on the board of control, or in any meeting of the IHSAA. In fact, he has no vote on any body in the IHSAA.* He is an employee working on a salary for the 816 member high schools of the IHSAA. His tenure of office is in their hands at all times.

Up to this point, information has been given about the organization, membership, purposes, legislation, athletic council, board of control, and commission of the IHSAA. The remainder of this article will have to do with some of the workings, standards, and ideals of the association.

The 816 high school principals, whose schools belong to the IHSAA, constitute the *parent body* in the association. The constitution is their own document drawn up by them to govern them in the handling of their inter-school athletic activities. These principals have also drawn up the desired machinery to change their own constitution by themselves. The association has never claimed or assumed any authority within the schools. It has to do with inter-school athletic activities. The IHSAA entered no field that was being cultivated by any other organization, legal or other. Its territory was virgin land in 1903 and this land has been cultivated and cared for through the years in such a way that the high schools of the State are very proud of their land. The rules and regulations cover inter-school athletics in the member high schools as far as eligibility rules and rules for fair competition are concerned.

The IHSAA controls and manages the finances in all State high school athletic tourneys and meets, but has no control over the finances of single games, invitation meets, and tourneys. The association handles the finances of the high schools for the high schools and is directly responsible to these member schools. These high schools, in turn, are responsible to their local school authorities and communities. The IHSAA prints and distributes among the member schools an annual financial report by Ernst & Ernst, national public accountants. The IHSAA also prints and distributes financial reports of all State tourneys and meets annually. These reports are open to any interested parties. The center principal of each State basketball tourney makes a complete financial report to each school participating in the tourney and to the IHSAA within a week after the tourney. Each super-

intendent, principal, teacher, or other person handling funds collected for school functions is required by law to file a financial report with the township trustee, board of school trustees, or board of school commissioners within two weeks after the close of each school year. This report shall be a public record and there is a penalty for not making such a report.

The constitution of the IHSAA provides for a distribution on an equitable basis among the high schools in the membership of the amount accumulated above the amount legitimately necessary for the administrative expenses of the association, to be made on October 1, 1932, and on October 1 of and for each three-year period thereafter. Distributions have been made accordingly. These checks were sent to the high school principals and were endorsed by these principals for their high schools. The endorsed checks are on file in the IHSAA and have been checked by the auditors.

There is granted power and authority to the board of control to make the financial adjustments in contracts for State tourneys and meets and to administer, execute, and control all receipts, expenditures, and holdings in connection with the IHSAA.

The money of the IHSAA has always been invested in United States Government securities. Fidelity insurance is carried on the commissioner, robbery and burglary insurance are carried on the bank vault box, compensation insurance is carried on the help in the State tourneys and meets, and public liability insurance is carried on the gymnasiums in which all State tourneys are held.

There has never been a financial scandal of any kind connected with the Indiana High School Athletic Association in all the years of its existence.

It is taken for granted that any high school seeking, receiving, and holding membership in the IHSAA, regardless of size, has determined its athletic policy and has informed the students, teachers, and community about the provisions of the policy and the method of its execution. There seems to be no doubt but that the school administration should decide on a definite program in athletics, then stick to the program adopted. Of course, the machinery for making modifications and adjustments should be set up in a perfectly definite way. An essential and integral part of this policy program should be the rules and regulations of the IHSAA because the principal of each member high school agrees to follow these rules and regulations and to conduct his activities accordingly.

Some of the more important problems in forming an athletic policy for a high school are: facilities and accommodations, selection, purchase, use and care of equipment, teaching and coaching personnel, number, nature and type of sports, schedules, budgets, finances, injuries, contracts for games and officials, eligibility matters, school procedure, use of school time, transportation, sponsorship, awards and rules to govern, and relative responsibility and authority



of school board, trustee, superintendent, principal, faculty manager, director, coach and teacher.

The superintendent of schools is considered the administrative head of the entire school system and as such is responsible for the athletic program of the high school in its formation, execution, and control. There seems to be no doubt but that the superintendent should be a definite factor in these matters at all times. There should be clear-cut and well-known understandings with the school board, trustees, principals, directors, managers, coaches, and teachers.

The principal of the high school is considered the administrative head of the high school and is considered the same in name and in fact of all inter-school athletics in the same way and for the same reasons that he is in charge of the academic subjects and other work of the high school. It is his duty to know and carry out the athletic policy of the school system and to observe the rules and regulations of the IHSAA to which the high school belongs. Many and heavy are these responsibilities and of course he should be given the necessary authority to carry his responsibilities.

The faculty manager, the director, the coach, and the teacher should know and understand the athletic policy of the school system and the policies of the principal in the conduct of athletic activities. These men are considered regular members of the faculty and are entitled to the rights and duties of faculty members. It is their special business to direct, supervise, coach, and teach the students in athletics and they are duty bound to support the policies of the administrative head of the school system and the administrative head of the high school.

In schools having definite athletic policies and clear understandings regarding the execution of these policies, difficulties are few and athletic activities assist rather than hinder good school procedure. Students and communities profit as a result of such school work. If difficulties arise they can be settled, because the standards, policies, and understandings previously thought out and adopted make possible a settlement with the least loss of time and temper.

The "hit and miss," "cuss and discuss," temporary, opportunistic, selfish, non-educational way of handling high school athletics sinks into insignificance by the side of a policy-making, program adopting, and clearly understood method of handling high school athletics. The need in many places revolves around school administration relationships in the school system. The line of authority and responsibility up and down in the school system needs definitely to be determined and followed. Then and then only can the several problems having to do with the different departments in the high school and the several problems within a single department be handled in the proper way. Administration, supervision, and direction of athletic activities, as well as other school work, starts at the head

of the school system. The adoption of policies in athletics must be made after careful consideration has been given by all parties concerned and the execution of these policies must be done intelligently and with a continuity that eliminates most difficulties.

These statements of fact can be verified by any or all of the 816 high school principals in the State. They have copies of the rules and regulations and they have received reports and money for their schools. These men stand ready not only to verify the statements in this article, but also to answer any and all questions that may arise about their own State high school athletic association. The high school athletic activities of the State are in the hands and under the direction of the superintendents, principals, directors, coaches, and teachers who have been selected and employed by the local communities. There are no outside boards or special committees. The sole authority and responsibility for the conduct and supervision of athletic activities rests with the same school officials who have in charge the academic work of the school. This assures that the high school athletic activities of the State will be run along the lines of good school procedure for the good of the boys and girls. The ideals, standards, policies, and procedures of good school work in general are considered valid and applicable in athletics as in other school work.

## Pilgrim Rag Dolls

MARGERY L. SETTLE

*Supervisor, Daviess County Schools  
Owensboro, Kentucky*

AS AN extra-curricular activity, the girls of junior high school age in the Maceo School of Daviess County, Kentucky, made Pilgrim rag dolls, under the direction of their teacher, Mrs. L. S. Clements. They found the pattern in an art book, and the dolls were cut from cotton material, then stuffed with various things as cotton and dress material cut in small pieces. The dolls' dresses were fashioned after the apparel of the Pilgrims. White aprons and caps completed the costumes. Hair made from yarn was fashioned into pigtails and then tied with bows of ribbon. The eyes of the dolls were embroidered in blue, and the mouths in red. The girls had a little exhibit of their dolls when they were completed, and the best doll was selected from the entire group to save as a specimen of their work.

When the dolls were taken from the exhibit, they were given to the pupils of the first grade of the schools to play with, and then finally taken home by the girls for their younger sisters to enjoy.

The girls enjoyed making and dressing the dolls, and they had the joy of seeing others enjoy those dolls after they had finished with them.



# Young Americans--a Committee Meeting

## A PLAY IN ONE ACT

FOR GRADES EIGHT, NINE, OR TEN

SETTING: A table near center front of stage with seven chairs forming a semicircle back of it.

### Cast of Characters

Anne Hynds, Chairman; Meada Creason, Secretary; Vernon Forrest, Jack Webb, J. B. Richardson, Opal Hope, and Mary Lou McElreath.

(Girls enter from right side of stage. Mary Lou is humming "God Bless America.")

MARY LOU. That song has been ringing in my ears all day long.

OPAL. We love it, too. Sing a few lines of it, Mary Lou, and we'll hum it. (Mary Lou sings as the others hum, then break off suddenly as they are seated. Anne sits in center chair at back of table with Meada at her left. Opal occupies chair at extreme left, and Mary Lou the one next to and right of Anne.)

MARY LOU. I wonder where the boys are. It is time for them now. (Looks at her watch.)

OPAL. Oh, there they are now.

BOYS. Howdy. Hello there. Hi, girls.

(Girls respond to greetings. Boys occupy the vacant chairs with J. B. at extreme right.)

VERNON. Are we late?

ANNE. No, just on the dot.

J. B. You girls look mighty spruced up this morning.

OPAL. You don't look so bad yourself.

ANNE. We must get down to business. Please act as secretary, Meada.

MEADA. The meeting will please come to order. (She raps with gavel.) As you all know, this committee has been selected to arrange a series of programs that will train and develop our class to understand and cope with postwar problems. We had just as well admit that we are going to have greater responsibilities than any generation of young people ever had.

VERNON. You are right, Anne, and I for one am ready to try to convince people that we can be serious. Some have the mistaken idea that the youngsters of our age do not think. Let's prove to them that we do.

OTHERS. O.K. Sure.

ANNE. Let's have suggestions from some of you.

JACK. Madam Chairman, I suggest that we select the topics at this meeting and work out the program in detail later on.

ANNE. Why not put that in the form of a motion, Jack?

JACK. O.K. (rises) Madam Chairman, I move that we select and analyze the topics for discussion today and work out the different programs in detail later on.

J. B. I second the motion.

ANNE. It has been moved and seconded that we select and analyze the topics for discussion today and work out the different programs in detail

FRANCES E. FORD

Durant, Oklahoma

later on. All in favor of this motion raise your right hand. (All vote in affirmative.) Motion carried. What do you suggest, J. B.?

J. B. I think our first program should be on Health. Health is important to our every undertaking. We cannot do our best unless we are physically strong and mentally alert. A healthy body is necessary for keen, active minds.

OPAL. Are you going to tell us that we must eat fresh vegetables, drink milk, and take plenty of exercise?

J. B. Sure—and retire at a reasonable hour, too. I imagine all of those starving children in Greece and other occupied countries would gladly conform to these regulations. We must stress the Boy Scout organization, too. Army officers say that soldiers who have been Boy Scouts know how to take care of themselves better than do the other young men in the armed services. Of course, that is the result of physical exercise and self-reliance. All Boy Scouts are trained to depend upon themselves. They know how to administer first aid to themselves and others in need of such treatment. An unhealthy nation cannot be a happy, useful nation. I believe that we should send food to the starving peoples of Europe if we want a happy, peaceful world.

MARY LOU. Why not let J. B. arrange that program?

VERNON AND JACK. He will be the very one to work that up.

ANNE. Will you accept the chairmanship of the program on Health?

J. B. I shall do my best.

MEADA. It seems to me that character is the basis of good citizenship. Why not use some of the qualities that make for a strong and desirable citizenship as subjects for programs.

VERNON. Aren't honesty, courage, perseverance and loyalty the important elements of a good character?

OPAL. That's right. That's what our government book says.

JACK. In my opinion we can't stress honesty enough. Look how the absence of it is affecting our country today. The hoarders and the black markets are stealing both food and money from the people. Some folk have wangled their income tax reports so they do not have to pay income taxes, or much at least. Shirking one's duty must be a form of dishonesty, too.

MEADA. Some of the older people haven't always set us good examples in honesty. We might resolve to follow the example of the Athenian youth when Greece was in its glory. You remember they were pledged to incite a respect for city laws in those above them, and transit their city greater, better, and more beautiful than it was transmitted to them. Honest dealings are

the foundation of understanding. People as well as countries must trust one another.

VERNON. I believe that we shall all agree that the theme of one or more programs should be on religion.

ANNE. You are absolutely right, Vernon, nothing can affect our lives more than Christianity.

MARY LOU. What are some of the effects of Christianity on the lives of the American people?

VERNON. Christianity is the foundation of the democratic form of government. Christ taught freedom, he denounced slavery; he did not believe in classes but taught the equality of all peoples. He dignified all honest labor since He spent much of His life as a lowly carpenter. Christianity is not merely a theory—it has both practical and spiritual value. Prayer is communing with God. Our soldiers and sailors pray as they never prayed before.

J. B. That's right. General McArthur is a praying man. Eddie Rickenbacker and his crew attributed their rescue to prayer. Other members of the armed forces often speak of praying when in danger.

MEADA. Madame Chiang Kai Shek is guided by her faith in Christ. The great Russian people are turning again to the Christian religion. On Easter Sunday morning they attended church in large numbers—more than at any time since the Russian revolution twenty-five years ago.

VERNON. Christ came to the world to establish a kingdom of good fellowship and peace and to abolish freedom from want and fear. That's what we are fighting for today. We are going to need religion, and much of it, in the reconstruction of the world.

ANNE. Vernon, act as chairman on that program, please. What shall we discuss next?

OPAL. We should have a series of programs on work, courage, perseverance, or maybe a combination of all three.

J. B. You mean *work*, Opal?

OPAL. Yes, I mean *work*. (rises) For some unintelligible reason we have come to consider work as a natural enemy. When some one mentions work, we shrug our shoulders disdainfully. Nothing can be accomplished without work. In my mind, work is directed effort often combined with courage and perseverance. The thirteen-year-old girls in Russia go to school a part of each day, then drill constantly for an hour with wooden guns. They spend the remainder of the day doing housework and tending small children.

ANNE. You are right, Opal. We should do what we can and learn to enjoy doing it. If we would cultivate a genuine interest in hard tasks, they would cease to be difficult and dull. I am just beginning to realize what a huge job the United States and the other United Nations will have in the reconstruction of the Axis occupied countries. Just think of the sickness and suffering that must exist in them. It is going to take a long time and a lot of work to establish normal living conditions again.

VERNON. But what can we do?

ANNE. Why, we can study and understand the problems. When a person understands anything

well, he is then able to provide a solution. Men are now being trained at Charlottesville, Virginia, to take over the minute Hitler is driven out. We can prepare ourselves to help them. People that are informed about the science of government know foreign languages as well as young nurses and scientists will be in demand. Let's do our part.

OPAL. (rises) We are spoiled. That's what is wrong with us. I read somewhere that a young man in the service wrote his parents accusing them of having been too indulgent. He said he was brought up to believe that he should have *everything* he wanted *when* he wanted it; that he must not be compelled to do anything, and *never* be punished. He added that his army training had prepared him to face a world that forces you to do many disagreeable things and punishes you if you don't do them.

The right kind of discipline, coming from any source, is bound to be helpful.

Here is a story told us by Miss Graham in our English class the other day. It is about a boy from this town; we shall call him Jack Clay for convenience. Jack was disorderly in his habits and slovenly in appearance. He was inattentive in all of his classes. His work was sloppy and never in on time. He exasperated his teachers and caused his mother many heartaches. He enlisted in the navy nearly two years ago, as soon as he was graduated from high school. Almost a year later when he came home on his first furlough he walked with an erect, quick, springy step and his eyes sparkled. He was mentally awake and proud of it. Jack had received four promotions; he had brought books home with him and was studying for another one. He said, "Miss Graham, the Navy has made a man of me. I've had to toe the mark, and if I get anywhere in this world—and believe me, I'm going to—I can thank Uncle Sam."

MARY LOU. (rises) Madame Chairman, I wish to say a few words about loyalty before we adjourn.

ANNE. Go ahead.

MARY LOU. Loyalty, in a broader sense, embraces fidelity to our fellow-workers, homage to those above us and allegiance to our country and its flag. We should be faithful to all of these, but I wish to dedicate these few words to our flag. Each star in its field of blue is symbolic of freedom. The right to worship as we please and freedom of speech is enjoyed in all of the forty-eight states. The thirteen red and white stripes are bathed in the blood of our forefathers who fought so bravely to endow us with this liberty. It is our duty to love, respect, fight for, and follow this flag to the farthest parts of the earth when it goes in the name of our freedom. Flag of our country, we salute you.

(All rise and place right hand on heart as the bugler plays "Call to the Colors." Curtain is drawn when they finish flag salute.)

Editor's note: This playlet is offered as suggestive of what any school can construct for a program number. It is not intended to be memorized and followed verbatim.

# Planning the Affirmative Rebuttal

**R**ESOLVED: That the United States should join in reconstituting the League of Nations.

About midway through the average high school debate season, the debater reaches a point where his progress seems to be at a standstill. The first few months have been spent in reading for a background on the debate topic and in preparing the material that has been gathered into an effective constructive speech. This lull comes during a period of transition between the preparation of the constructive speech and the more exacting work of preparing for the rebuttal arguments. This is a most difficult period for any debater, but it is important that a contestant does not allow his preparation at this point to lag if he wishes to become a really expert debater.

The normal progress of any debate season is as follows: (1) The debater makes a general survey of the materials that are to be found upon the debate topic in order to secure a background for his future work. (2) With the aid of the background materials thus secured, he outlines and writes a constructive speech that will tend to prove or disprove the advisability of reconstituting the League of Nations. Following this, the debate season often begins to lag unless the debater starts immediately to prepare for the all important task of meeting and refuting the major points of his opponents' case.

One of the greatest points of weakness in any debater's preparation is that of being able to meet the arguments of his opponents. This is true because the student usually does not prepare for this part of the debate contest, and when he is face to face with the task of actually refuting his opponents' arguments he is usually unable to complete the task. There are, however, several ways in which this preparation may be secured. One is to make a list of the points most apt to be presented by the opponents and then to make careful preparation to meet these arguments. This will be training for the actual work of refutation and rebuttal in the contest.

The most effective method of preparing for refutation and rebuttal is the debate contest itself. Since it is not always possible for schools to stage interscholastic debates in sufficient quantities to give this needed practice, debates of a practice nature should be held among the debaters of the same school. These contests should be full-time affairs, with the debaters making every effort to direct to their opponents arguments and questions that will be difficult to answer. In this manner most effective preparation can be secured conveniently for the actual debate contest.

The embarrassment that usually befalls the debater who has not made an adequate preparation for refuting his opponents' strong points is usually apparent in the first debate contest.

HAROLD E. GIBSON

*Coach of Debate  
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The unprepared debater often makes such a complete fool of himself in his first attempt at refutation that he learns a lesson that will not soon be forgotten. One such experience will cause him to take the job of preparing for refutation very seriously.

Before the debater begins his preparation of the ways in which to meet and defeat the arguments of his opponents, there are two basic differences that must be understood. He must have a clear conception of the difference between refutation and rebuttal. While these two terms are much alike, there is a distinction that must be made clear in the mind of the debater. By the term *refutation* we mean the attacking and disproving of your opponents' arguments in either the constructive or the rebuttal speech. By *rebuttal* we mean merely the name of the second speech of each debater in the contest. It should be noted that the *rebuttal* speech is usually made up of that distinctive type of argument that is destructive in character that is known as *refutation*.

If you are one of those debaters who feel an inadequacy when you begin to prepare your rebuttal speech, do not make the mistake of assuming that this condition is peculiar with you. Remember that this same feeling is expressed by almost every other debater to a greater or a lesser degree. This feeling of inadequacy can be remedied only by careful study and planning, followed by continual practice. If you will remember that "practice makes perfect" in the art of debate as well as in most other things, refutation and rebuttal speaking will become much easier.

As a parting bit of advice to the debater who is starting to prepare for the rebuttal part of the contest, we would suggest that he secure as much up-to-the-minute information as possible upon the subject. He should read the accounts and declarations that came out of the meeting of Roosevelt, Churchill, and Stalin. The disposition that is to be made of the Japanese Empire at the end of the war should also be studied. Surveys of Public Opinion such as the American Institute of Public Opinion (Gallup Poll) and the *Fortune* Poll should be investigated weekly and monthly as they are published. Debaters who do not know about Governor Stassen's proposal for a postwar world, Culbertson's plan for postwar reorganization, or a recent proposal to make German labor rebuild Europe are not prepared adequately to compete in this debate contest.

## **MEETING THE NEGATIVE ARGUMENTS**

The remainder of this discussion will be di-



rected toward pointing out ways in which the affirmative may plan and execute their strategy of disproving the arguments of the negative team.

An initial step for the affirmative debater in preparing material to be used in refutation and rebuttal of the negative arguments is to make a list of the main points that are most likely to be proposed by the negative team. List these points under such headings as "major arguments," "major arguments most vulnerable to attack," and "minor arguments." When the list has been made, a method of attack should be outlined for each one. Care should be taken to see to it that more time is spent upon the major arguments and upon those that are vulnerable to attack and that a proportionately less amount of time is spent upon the minor points. It is a waste of time to spend too much effort to defeat a point that will be merely one of minor importance in your opponent's case.

In the paragraphs found below a few of the weaknesses of the negative case will be listed and discussed briefly.

*The United States has never participated in any form of international government in the past, and so we should not join in reconstituting the League of Nations.* Although this argument from tradition and custom should not carry too much weight in this debate, it will be presented by some negative debaters. Although this argument may appeal to some Americans, it fails to take into consideration world conditions as they are today. The affirmative can well admit that such a policy was a success during the first hundred years that our nation existed, but it has been a failure during the last thirty years.

The affirmative team can merely point out how the United States has been drawn into the last two world wars, and that the negative proposes to prove that there is a need for a change. The affirmative should be ready to point out that in our rapidly-changing world world-cooperation is the only answer to our problem.

*The negative team is in favor of some form of world cooperation, but they do not favor a reconstituted League of Nations.* This attitude upon the part of the negative debaters is within itself a sign of weakness. They admit that there is a need for a change from the traditional American foreign policy. They admit that isolation, that has been the American policy from 1789 to the present, has failed to keep us out of war. They appeal for a change, but they do not feel that the League of Nations is the answer to the problem. When they make such a stand, they are placing themselves in a position where they must prove that the new plan that they will propose and defend is better than that of a reconstituted League of Nations.

One of the weaknesses of any negative proposal is that it is all theory and has no experience to back it up. If they propose such a plan as an Anglo-American Alliance, a series of military alliances or a Union of the Democracies, they will be running the risk of proposing a plan that

will not include all of the great nations of the world and that will have many shortcomings that are not to be found in a League of Nations.

This plan of assuming a burden of proof should prove to be a very great task for the negative.

*American public opinion today favors some form of international cooperation such as a reconstituted League of Nations.* Following Pearl Harbor there was a great change in the attitude of the average American citizen. Almost overnight Mr. American was transformed from an isolationist to an internationally binded person. With the rapid strides that have been made in aircraft, the relative security that the Atlantic and the Pacific oceans gave to the United States has faded, and now we realize that within the next few decades the United States may be vulnerable to attack from almost any point on the globe.

New developments in global geography have changed the map of the world. No longer are the water bottlenecks such as Gibraltar, Suez, Panama and Singapore the strategic barriers to international aggression they once were. The possession of air bases in different parts of the world has become important. In this new air age the possession of air bases by enemy nations will be a greater blow to American security than the loss Gibraltar to Germany would have been in 1914.

#### EFFECTIVE METHODS OF REFUTATION

It is timely to give a few suggestions to the high school debater who wishes to become effective in the presentation of refutation. If one is asked to list the essential rules of effective refutation, the following should be pointed out:

1. Nothing can substitute for a thorough knowledge of the question. The student who has massed a great amount of material regarding any debate topic is in a much better position to refute effectively the arguments of his opponent than is his less-prepared colleague.
2. An outline should be made of the procedure to be used in refuting each important argument of your opponent. Included in the outline should be such items as:
  - (a) The weak points of your opponent's argument.
  - (b) How to disprove this argument either by logic or by the presentation of authorities whose statements attack your opponent's contention.
  - (c) Clinch your own argument, pointing out how you have weakened the case of your opponent and strengthened your own.
3. Practice the delivery of your refutation speech as diligently as you would practice the delivery of your principal speech. Since it is possible to anticipate more than half of the arguments your opponent will present, you should be ready to meet and defeat the anticipated ones. Practice should develop your fluency in such a way that it will tide you

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# Student Morale in Wartime— More Discipline or More Understanding?

**T**IMES like these make it tough on teen age boys and girls. "Just when they need their families most, fathers go to war, or to a defense factory in another city, or work on a night shift in the home town. Mothers are apprehensive over the rising cost of living, and get jobs. Big brothers will be inducted, or have been inducted into the army. Little brother and baby sister have to be looked after. Lessons have to be learned, school attended—and why, when their whole world is crumbling around them? England has found that children can stand bombings and hardships, but break under the strain of a disjointed or broken home life. Our boys and girls are no different.

All their lives they have been told: "Wait till you're older." "Wait till you're older before you can drive the car." "Wait till you're older before you wear nylon stockings." "Wait till you're older before you can go to dance." "Wait till you're older before you start having dates." Now, right at the time when these things are within reach and mean so much, the war has taken them away. Rationing has stopped the family car; the army has taken the boy friend; the factory has taken the mother and father; the basketball coach is gone; the corner drug store and the two town movies are packed with soldiers. Everybody—all the adults—is doing something exciting, but there's not much left over for the teen age either in work that really counts, or in attention.

## TEEN TROUBLE IS NOTHING NEW

"Any father or mother, any teacher, any leader of youth groups can vouch for that. Youth has always had to run through a perplexing and troublesome period—a period of restlessness; of revolt against, yet dependence upon, authority; of being girl-crazy or boy-crazy; indolent or violently active in turn; of "crushes"; of vague daydreams about the future; of being very grown up one day and very childish the next. If we are frank about it most of us would admit that it was not a very pleasant period, even in normal times."

Now, however, we find an ever-increasing number of these teen age youngsters in taverns, night clubs and public dance halls. Police find them in hotels and auto courts. They loaf in honky-tonks and juke joints. Many of them are dropping out of school—the boys because they know that before long they will be called into our armed forces, both boys and girls because of the many opportunities to earn money. There is a general restlessness due to the whole, uncertain, indefinite situation in which young people find themselves. So we have vandalism, stealing, sex delinquency, truancy, failure in school,

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and increasing disregard for law and authority. Juvenile delinquency is on the increase. There is no use to deny the truth by hiding our heads in the sand and shouting that it is not so.

## NOW WHY IS IT THIS WAY?

First, we have neglected these youngsters at the most important and difficult time of their lives. We have been so busy and worried with every kind and type of war activity that we have forgotten to share with them our interest, love, and understanding. We have been trying so hard to keep the wheels of production turning that we have forgotten to wonder what children were doing after school, Saturdays, Sundays, and on holidays.

Second, too many of these capable, energetic, romantic youngsters have been left out of the war effort. We give them jobs that have little or no relationship to the real war program. The lawns must still be cut, babies tended, dishes washed, clothes laundered, and common chores done, but there is little glamour in such tasks. If, however, the boy or girl is made to realize that in doing these jobs he or she is releasing someone to do some war service which he or she could not do, then these otherwise menial tasks become a real contribution and he may accept them in a different light.

Third, too often adults set a bad example for these idealistic, hero-worshipping youngsters, who have a hard time in harmonizing our patriotic slogans with our too frequent hoarding, evasion of rationing regulations—our general disregard for the many simple laws which regulate our everyday lives. If well respected adults can get drunk, stay up half the night, drive fifty miles an hour, get by with shady deals, have police protection and dishonest acts, how can we expect youth not to "be confused and disillusioned by the variance between our words and our actions"?

Fourth, far too many schools are still following an out-moded program which has in it little to stir the enthusiasm and imagination of these warminded boys and girls. Too frequently little or no time is provided during the school day when a boy or girl may sit alone with his teacher to discuss some of the many problems that he faces. Love, sympathy, and understanding, although fundamental to normal growth and happy living, are too often that extra something which few schools are thoughtful enough to include in their curriculum.

## WHAT CAN BE DONE ABOUT IT?

Parents, teachers, and all other leaders of youth must: First, recognize that the energies of

"Teen Trouble"—National Recreation Association.



youth cannot be dammed up any more than we can stop a rushing river with a load of sand. We can pass laws, set up restrictions, and shout "don't" until we are hoarse, but if we do this and nothing more, we have largely wasted our time and effort.

Action, dynamic and forceful, is the fort of youth. If adult leaders don't provide a controlled outlet for this energy, youth will find its own ways "to let off steam."

#### WHAT CAN THE HOME DO ABOUT IT?

The chief responsibility for the guidance and morale of youth belongs to the home. The average child spends more than seven thousand hours each year in the direct custody of his parents and approximately twelve hundred hours in attendance at school. Parents must find time to help their children plan their lives and to help them find answers to the many questions the war has brought to them. Parents should explain to them the reasons for staying in school; why they should not marry on hurried acquaintance, or when very young; why they should save or invest the money which they make so easily; why they should obey the laws of the highways; why they should stay out of night clubs and cheap public dance halls; why drinking so often leads to vice and crime and sorrow. The list of "why" goes on and on. Parents should answer these questions honestly and sincerely. Scolding, nagging, and threatening have no place in the guidance of youth. Reasonable firmness backed by sympathetic understanding, patience, and regular consistent parental follow-up will strengthen youth when they are called upon to meet the temptations of today.

Parents should go to church and take their children with them. Family "fun nites" build unity and loyalty. The home should become an open house for the "gang." The ice cream freezer, the corn popper, the waffle iron, and a few records from the hit parade will do more to build their morale than the stern discipline imposed by the words "thou shalt not."

#### WHAT CAN THE SCHOOL DO ABOUT IT?

To teen age boys and girls school can mean much. Through explorations into new fields of new experience and adventure, they feel the invigorating power that comes through the possession of new knowledge. Under the wise and understanding guidance of their teachers, they joyously shout those stimulating, cheering words, "I see."

At school they meet friends and have fun. They sing and laugh and cheer. They serve on committees, they organize clubs, they run for something and get elected; they act in plays—and go on trips to other schools. They publish a school paper and have their pictures taken for the yearbook. They hold panels in assembly to discuss problems of importance to all, and then vote yes or no on adoption of policies and rules which they are to obey. They help their teachers plan the lessons they are to learn. Time is provided every day when they can talk confidential-

ly with teachers in whom they have confidence.

In the "big room downstairs" they fix up a "honky-tonk" of their own—cozy old furniture, repaired and covered, makes comfortable lounge chairs, all kinds of games and tables fill the space back of the big post; a radio-record player and a piano provide music for dancing or for their listening pleasure. Just through the door is a kitchenette which comes in handy for preparing tasty "eats" after an evening of fun.

In the library, too, are easy chairs which make study more natural and pleasant. And in all the classrooms, rows and rows of books—so easy to get at, to browse through, to handle, and then to read.

"At school everyone says, 'Hello.' Teachers don't get tough if you don't know the answers. They just go on helping you all the more. And when you get sick, some one sends you a card or some flowers. Gee, it makes you feel good. Even when you get tired of school and decide to stay away a day or two, someone usually finds out about it. At first you wish they hadn't but after while you don't mind, because you realize they only want to help a feller out."

At school they have an important part in helping to win the war. They take courses in aeronautics, radio and code, and machines. They build model planes for the navy and army, or work on a real airplane engine. In history classes they talk about all the things that are happening in the world today and how they affect their lives and those of their friends and families.

They learn how science can help win the war and the peace after the war. In physical fitness classes they learn how to cooperate and get along with the other fellow while they take hard knocks and build strong young bodies.

They organize themselves into "a war activity council" and conduct campaigns to sell stamps and bonds, to raise money for the Red Cross and the USO or to make things for the Junior Red Cross. Whenever called upon, they help "down town" organizations put on carnivals, celebrations or special events. They help the Civilian Defense Council, the churches, and the rationing board. They drive tractors, bale hay, pick cotton, milk cows, raise chickens, cut lettuce, and help harvest the citrus crop. They work in industry, in the stores, and at the air fields. "Our high school 'fixes it' so we can have a real part in this war, and boy how we like it."

Almost every day a former student comes to school who has a furlough. Maybe he has been overseas, or been wounded in action. These boys always talk in assembly. Freedom, liberty, home and country always mean more after such a meeting.

Each graduating class hangs a picture of all its members in one of the halls and at the last assembly the president of the senior class presents the school with a lasting gift. Every club and school organization plants a tree on the campus. In the planting ceremony, names and

\*From a theme written by a high school boy.

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# Activities and Projects of Student Councils

IN 1939 the writer compiled for the National Association of Student Councils a list of over five hundred activities and projects which secondary schools had reported. From the comprehensive list, 310 separate activities that seemed to be of most benefit to the school and to participating students were selected and published in the September, 1939, number of *School Activities*.

During the summer session of 1941 at the University of Illinois the original list was reviewed by a class of graduate students composed mostly of principals and student council advisers. The class selected the fifty items on the list which they believed of most practical value to the typical high school. In this discussion of the list, it was emphasized that local school conditions usually determine whether or not an activity is appropriate for a council to undertake. This list was published in the, December, 1941, number of *School Activities*.

About the time of the publication of the selected list of fifty items, the student councils throughout the country began to convert their programs to wartime needs and to give first place to activities designed to aid the war effort. Many regular projects which did not contribute directly to the war effort were discontinued. This was at it should have been, but the time has come now when councils can again take up some of the projects and activities which they formerly carried on. These can be planned and carried out in such a way which will also contribute to the school's wartime program. Then, too, the High School Victory Corps and other agencies whose chief function is to coordinate and promote student wartime efforts have largely assumed responsibility for the projects initiated by the councils in connection with the war efforts of students.

The Editors of *School Activities* have reported that there have been repeated requests this year for information and suggestions for student council activities. They have arranged with the writer for the publication of the list of activities and projects which proved exceptionally popular with readers when originally released. If they are not practical as presented in this paper, they may serve a useful purpose by focusing attention on and suggesting other activities which are important. There are a few which will not be appropriate now because of wartime restrictions and problems, but some of them will suggest things which might be done in almost any activity group.

The list has been revised somewhat before reprinting, and some of the duplications that appeared on the original have been eliminated. The total list has been reduced from 310 to 240 separate activities and projects. The first fifty items to appear on the list are those selected by the graduate class at the University of Illinois as those most likely to be most beneficial to the participating students and to the school at

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large. The activities and projects are as follows:

1. Publish student handbook.
2. Tutor backward or failing pupils.
3. Help plan commencement program of the activity type.
4. Serve as student advisory group to principal.
5. Keep records of activities of all students and the activity type.
6. Plan and conduct school elections.
7. Make good-will tours to other schools and among citizens of the community.
8. Conduct campaigns for courtesy, honesty, thrift, safety, tolerance, clean-up, better school morale, respect for property, citizenship, loyalty, self-improvement, and the like.
9. Initiate and organize new activities for school.
10. Exchange ideas with other schools.
11. Conduct group study or clinic on school problems.
12. Hold school forums.
13. Plan school assemblies.
14. Conduct drives for beautification and improvement of school grounds.
15. Establish and manage student employment bureau.
16. Interpret the work of the council to the student body.
17. Keep calendar of school events.
18. Conduct lost and found bureau.
19. Carry on charity or welfare work.
20. Study parliamentary law and procedure.
21. Sponsor a student patrol system.
22. Sponsor a school newspaper as a means of coordinating and unifying the life of the school.
23. Handle financial affairs such as the raising of money, school bank, auditing, budgets of school activities, and student loan fund.
24. Act as host to conventions of student leaders.
25. Help with school recreational program.
26. Collect ideas and material for guidance in school citizenship.
27. Write and publish guidebook on good manners.
28. Direct information desk.
29. Award school letters or other recognition to students for outstanding achievements.
30. Sponsor citizenship day in the community to induct young people as voters.
31. Conduct programs such as "Know Your Community," "Know Your Neighbor," or "Know Your School."
32. Cooperate with community groups such as youth organizations.
33. Hold conferences with students who will not co-operate.

34. Conduct functions of school on annual "Student Day."
35. Encourage good sportsmanship in all relations.
36. Give programs on how to get along with others.
37. Survey democratic experiences of students and try to make the life of the school more democratic.
38. Develop leadership and responsibility in school affairs.
39. Hold pep meetings, parades, demonstrations, exhibits, etc.
40. Help with activities to further patriotism.
41. Charter and approve laws, constitutions, and regulations of all school organizations
42. Keep a box in which students are encouraged to deposit suggestions on school affairs.
43. Promote all-school contests, intramural athletics, school celebrations, and the like.
44. Evaluate school customs and traditions.
45. Plan the all-school social activities in co-operation with the faculty.
46. Make community surveys.
47. Acquaint incoming students with the school.
48. Make studies of student opinion and viewpoints on school affairs.
49. Help carry out American Education Week Activities.
50. Supervise honor study hall.
51. Sponsor lunches, banquets, picnics, outings, field trips, etc.
52. Assist teachers or librarians.
53. Award plaques or banners each grading period to homerooms with highest scholastic average.
54. Collect information about colleges.
55. Award prizes at commencement time.
56. Have charge of entertainments for parents and visitors.
57. Prepare helps on how to study for use of student body.
58. Serve as committee to usher at the various school affairs.
59. Plan activities to welcome new students.
60. Have charge of administration of honor system.
61. Take charge of classes during faculty meetings and teachers' absences.
62. Sponsor school publications such as year-book, directories, original writing of students, school research paper, local P.T.A. bulletin, information for student leaders, scholarship bulletin, community and state history, and book review section in school newspaper.
63. Keep bulletin-boards.
64. Donate an annual gift of permanent value to the school.
65. Serve as recognition committee for the school.
66. Compile honor or achievement roll for the school.
67. Plan programs in vocational guidance.
68. Present scholarship plays.
69. Sponsor writing projects such as school songs, codes, histories, pageants, plays, etc.
70. Fingerprint all students.
71. Raise money for the purchase of books for the school library.
72. Have charge of lyceum courses.
73. Keep scrapbook on the history of the school.
74. Help organize student councils in the neighboring schools.
75. Act as courtesy-service squad.
76. Prepare for and participate in state scholarship examinations.
77. Sell refreshments at athletic games and other school events.
78. Act as big brother or sister committee.
79. Present loving cup annually to best all-round student.
80. Arrange radio programs.
81. Award medal annually to best school citizen.
82. Act as host to state convention of student leaders.
83. Operate an information agency for the school.
84. Keep school trophy case.
85. Sponsor program on seven cardinal objectives of education.
86. Go on tours or excursions to places of interest.
87. Give medal to senior boy and girl with the highest scholastic average for the four years' high school.
88. Plan activities for special days and weeks such as Book Week, Stunt Day, Open House, Field Day, May Day, Freshman Initiation Day, Pan American Day, Flag Day, Navy Day, Constitution Day, Friendship Day, etc.
89. Arrange exhibits such as local historical exhibits, journalism exhibits, hobby exhibits, and school exhibits at county fairs.
90. Sponsor a course in character training.
91. Make movies and newsreels of school life.
92. Act as general service group for school and community.
93. Hold annual reunion of council members.
94. Keep in touch with and compile records on school alumni.
95. Compile and average grades and attendance records of school.
96. Sponsor debating league.
97. Keep special honor or activities bulletin-board.
98. Sponsor old fashioned spelling bee.
99. Introduce student council activities in grades and junior high schools.
100. Plan and conduct school carnivals.
101. Have charge of administration of special reading room.
102. Sponsor school auctions.
103. Have charge of showing of motion pictures in school.
104. Award banners each month to neatest room in school.
105. Sponsor boosters' club.
106. Present scroll to school annually.
107. Issue certificates to students on honor roll.
108. Sell school pennants.
109. Digest articles on school activities for use of club officers.

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110. Teach school songs and yells to all students.
111. Sponsor pep club.
112. Survey out-of-school activities of students.
113. Conduct book exchange.
114. Sponsor press club and news bureau.
115. Have charge of the administration of school store.
116. Sponsor organization of an alumni association.
117. Gather information about the resources, problems, and history of the locality.
118. Plan projects for students to get experience in community civic activities.
119. Make survey of how students spend the money they earn.
120. Hold "Community Opportunity Day."
121. Sponsor freshman welcome activities in fall.
122. Write letters or cards to pupils who have been absent from school for several days on account of illness.
123. Study ways in which the council can join with other groups in improving the school.
124. Summarize study habits of honor students.
125. Collect guidance material for use of home-rooms and classes.
126. Sponsor and direct marionette shows.
127. Keep parents informed on progress and achievement of their children.
128. Provide activities and recreation for students waiting for school bus.
129. Support worthy activities of other school groups.
130. Operate a "Community Booking Agency" to place students on various programs in the community.
131. Sponsor "College Day."
132. Keep a permanent record of the outstanding achievements of the school.
133. Help with activities in the elementary school.
134. Conduct freshman initiation ceremony to impress them with the school's ideals.
135. Help organize the school at the beginning of the year.
136. Examine publications from other schools to find suggestions for worth-while activities.
137. Serve as committee to help revise curriculum and course of study.
138. Study and list qualities that are desirable in citizens.
139. Organize hobby club in the community.
140. Plan and carry out civic improvement programs.
141. Keep personality cards of students.
142. Conduct campaigns to educate students on results of drugs, marihuana smoking, and alcohol.
143. Organize a novelty band.
144. Keep health charts of students and help with physical examinations.
145. Conduct special bulletin-board dealing with school activities.
146. Conduct service bureau.
147. Sponsor fellowship gatherings.
148. Conduct travel information corner.
149. Sponsor district literary tournament.
150. Handle school advertising.
151. Organize a Hi-Y Club.
152. Interview failing students to find out the reasons for their difficulties.
153. Award perfect attendance certificates.
154. Sponsor student court.
155. Examine annual reports of all school organizations.
156. Help with school discipline especially in hallways.
157. Sponsor local appreciation course.
158. Investigate needs of school for board of education.
159. Cooperate with activities of local parent-teacher association.
160. Keep bulletinboard newspaper on current events.
161. Organize athletic scholarship society.
162. Get up statement of purposes and philosophy of student government.
163. Help in Junior Red Cross work.
164. Hold joint programs with other school organizations to discuss school affairs and problems.
165. Give talks before various service, civic, and community organizations.
166. Design school emblems.
167. Give demonstrations of school work.
168. Start school museum.
169. Sponsor the organization of garden clubs in the community.
170. Promote appreciation of arts and music.
171. Help students catch up on their work who have been absent on account of illness.
172. Conduct projects designed to arouse more interest in school activities.
173. Evaluate work of the groups sponsored by the council.
174. Distribute football programs.
175. Help with town celebrations.
176. Conduct amateur shows.
177. Serve as committee to pass on excuses.
178. Raise revenue to maintain school orchestra.
179. Take annual inventory of student activity equipment and properties.
180. Hear student grievances and make adjustments.
181. Fix eligibility rules for all school officers.
182. Survey student talent for various program committees.
183. List the rights and responsibilities of students.
184. Make a study of students' allegiance to democracy.
185. Build voting booths for use in school elections.
186. Compile questions dealing with contemporary problems for use by various groups in their discussions.
187. Operate a loan library of games for students.
188. Help in the administration of the playground and other recreational activities.
189. Sponsor a father and son sport night.
190. Make and sell school autograph books.
191. Help with the formation of school policies.
192. Organize student co-operative association.



193. Study educational background of students' parents.
194. Hold joint picnics with organizations of neighboring schools.
195. Manage student assistance department (carfare, books, clothing, etc.)
196. Sponsor housewarming.
197. Study methods used in spreading of propaganda.
198. Select pictures of interest to school to hang in hallways and classrooms.
199. Look after property of students who are absent from school.
200. Supervise sanitation activities.
201. Join boys' clubs in campaign against delinquency.
202. Provide typing and multigraphing service.
203. Maintain milk and food fund for use of needy students.
204. Promote safety first in use of bicycles.
205. Meet and welcome visiting athletic teams.
206. Provide assistance for crippled and handicapped children.
207. Prepare guide on interscholastic activities and programs.
208. Study student needs in relation to contemporary social problems.
209. Sponsor intramural athletic program.
210. Teach better lunchroom and cafeteria manners.
211. Make and enforce general rules and regulations.
212. Conduct class in citizenship education for immigrants.
213. Train students, especially freshmen, in responsibility.
214. Recommend special measures for consideration of school principal.
215. Make inventory of group interests of students.
216. Prepare material for studying history of local schools.
217. Promote music productions, contests, concerts, plays, etc.
218. Study how council can coordinate all school activities.
219. Sponsor fair, circus, bazaar, carnival.
220. Arrange lecture courses and outside talent programs.
221. Appoint treasurers, bankers, finance officers, etc.
222. Arrange for proper auditing, reporting, publicity, etc.
223. Establish standards of school conduct and morale.
224. Sell tickets, publications, pennants, arm bands, caps, etc.
225. Study the work of national organizations of students.
226. Issue membership cards and admittance tickets.
227. Provide messenger service for the school office.
228. Cultivate proper attitude toward the school and its issues and problems.
229. Promote inter-homeroom program exchanges and visits.
230. Correspond with students in other countries to promote goodwill.
231. Conduct reorganization program to make council represent all students.
232. Operate summer camp and school cabin.
233. Conduct campaign to eliminate smoking and chewing.
234. Organize and conduct fire drills.
235. Participate in student-faculty planning of school affairs and special events.
236. Plant and care for trees, shrubs, flowers.
237. Register auto drivers and keep record of drivers' offenses.
238. Study accident prevention and work for elimination of hazards.
239. Hold mock political conventions and model sessions of congress.
240. Study ways to secure cooperation of administration and faculty.

### Planning the Affirmative Rebuttal

(Continued from page 162)

over the rough spots when it becomes necessary to deliver your rebuttal material extemporaneously.

#### SAMPLE AFFIRMATIVE REBUTTAL ARGUMENTS

Below you will find a group of representative arguments that will in all probability appear in practically every negative debate case upon this topic. A suggested method of meeting each argument is also given.

**NEGATIVE ARGUMENT:** We of the negative feel that a proposal such as the United States of Europe, a Western Hemisphere Union, an Anglo-American Alliance, or a Union of the Democracies would be a better solution to our postwar problem than reconstituting the League of Nations.

**AFFIRMATIVE REFUTATION:** We cannot agree with our opponents when they point out that it would be easier to create one of the suggested systems mentioned above, such as the United States of Europe or a Western Hemisphere Union, an Anglo-American Alliance or a Union of the Democracies than it would be to reconstitute the League of Nations. We can point out one great defect in all four of their proposals, which is that none of them include all of the basically strong powers of the world. A United States of Europe exclude the United States from membership; a Western Hemisphere Union excludes Great Britain and Russia. An Anglo-American Alliance excludes Russia, as does the Union of the Democracies. In other words, all of the proposals that have been made by our oponents are based upon the balance-of-power theory. By that, we mean that two great power groups will be created by any of the plans proposed by the negative. This will work as a balance of power up until such time as one group feels that it is strong enough to over-power the other. When this happens, we will again find ourselves involved in a world war.

On the other hand the League of Nations has the advantage of having as its members all of the

great powers of the world, thus eliminating the balance-of-power theory.

**NEGATIVE ARGUMENT:** The only real solution to this proposal of reconstruction for the world is the maintenance of a strict isolation from all of the conflicts of Europe and Asia such as we maintained from 1789 until 1914.

**AFFIRMATIVE REFUTATION:** Our opponents seem to be of the opinion that the best course for the United States to follow at the end of this war would be the old policy of minding our own business through a system of isolation such as we maintained from 1789 to 1914.

We feel that when they make such a statement they do not show a proper knowledge of conditions as they were in the world during the latter part of that period, and certainly they do not understand conditions as they are today. They forget that the United States has changed from a debtor nation to one that has financial obligations in practically every country in the world. They do not realize that we have developed from a relatively weak industrial nation to the greatest industrial power on earth. And they probably do not understand the importance of international commerce upon which the very economic well-being of our country depends. In other words, we have reached the point in history where we can no longer remain isolated and develop as a great industrial power.

Since we cannot remain isolated from the rest of the world in either an economic or a military sense, we feel that the best policy for our nation is to enter into a sphere of international cooperation in which all of the major powers on earth have their proportionate share in controlling the future peace.

## Project for Defense Saving

CATHERINE W. BOYER

*Selinsgrove Junior High School  
Selinsgrove, Pennsylvania*

**R**EMEMBER Pearl Harbor" was a national slogan but a short time until the students and the teachers in our school were aware of the reality of war. In classes, homerooms, and clubs the students expressed a desire of wanting to do something to aid our war efforts. Over the radios and in our newspapers they heard and read about saving for defense. The word "sacrifice" stared from the pages of newspapers and magazines and rang in their ears.

"If only I were old enough to enlist in the army, navy, or air force, so that I could help," dropped from the lips of many boys. Some of the students asked, "How can I help? I have so little money to invest in defense stamps." From all these remarks dropped at random, we felt that the students were ready to concentrate on some device whereby the entire school, from the first grade on through to the twelfth grade,

could participate in the cause of preserving our Democracy.

This suggestion of a project was mentioned in all of the homerooms, and the students and the teacher discussed ways in which they thought such a project could be carried on. Finally it was taken up by the Student Council, a representation of all the homerooms. Here each member of the Council told of the suggestions which were given in his or her particular group. The project which was suggested by our Council and adopted by the entire school was this:

We had the first and third Wednesdays of each month set aside as Poverty Days. On these days the candy machine was turned toward the wall so that we, meaning the students and the teachers, could not purchase candy. We also were requested to wear at least one article of clothing which we were about to discard. This, however, was no excuse to come slovenly dressed. The object of this request was that we might prolong the use of these articles of clothes and thus save our better clothes. This was a sacrifice which is a necessity in the war-stricken countries.

On Poverty Day each homeroom had a small bank or container in which money was deposited. At the close of the day the money was taken to the principal's office, and Defense Stamps were bought with it. Each homeroom teacher had a Defense Stamp Book in which the stamps were pasted. These books were kept in the school safe. Each homeroom received a paper specifying the amount of money given for defense in each of the homerooms on these days.

This project was carried on from January until the close of school in May. The amount of stamps purchased in each of the homerooms during this period ranged from \$8.00 to \$60.00. At the close of the term these books were turned in and Defense Bonds were purchased.

The students were informed by the Student Council that even though they were not in school at the time these bonds would mature their money would be used toward some worthwhile project or for needed equipment for the school.

## Student Morale in Wartime

*(Continued from page 164)*

bits of history are buried at the roots—bronze markers tell the story to future generations.

They like their school campus. The big open fire ring and fireplace in the patio down in the corner—it's secluded and cozy. They like the easy chairs on the south lawn. The flowers and shrubs give an atmosphere of rest and quiet.

Yes, to teen age boys and girls high school can mean much.

Equal rights for all, special privileges for none.  
—Jefferson.

Students work *with*, far better than *under* the teacher. The same holds true for teachers and the administrative officials.

# School Assembly Program for January

THE ARTICLE prepared for publication in this series for May will present some specific suggestions for evaluating the program of assemblies carried out during the school year. January is an appropriate month to begin preliminary projects to evaluate assembly practices.

The efforts of the assembly committee and the results achieved should be appraised in the light of local problems and the resources with which it had to work. Evaluative criteria found in books on assemblies may be found helpful and suggestive, but such criteria should be adapted to the special conditions and problems which exist in the school. As preliminary steps in evaluating the assemblies, two projects are proposed:

First, make a survey of student opinion on the assemblies which have been held during the first part of the school year. This should cover not only how students react to programs, but their ideas should be secured on how improvements may be made. It should get their suggestions in regard to the conduct of programs, the topics and themes they like best and think most important, etc. Has your committee ever attempted to find out what students think of the programs? Has it made use of numerous ideas which they may have to offer? Is it not of educational value to individual students as well as of service to the school at large to encourage students to think about their activities and to offer suggestions? Does not this kind of procedure help to develop student resourcefulness, cooperation, initiative, and responsibility which are the foundation stones for the building of a democratic school? Try making a survey of student opinion on assemblies and also attempt to bring together their ideas which may be utilized. You'll be astonished at the constructive ideas which they have to offer.

Second, list the special problems which have confronted the assembly committee during the first part of the school year. Then write down the procedure used in attempting to solve each problem. Discuss the procedures followed and then determine whether it was successful in accomplishing the desired results. If a similar problem presents itself in the future, should it be dealt with in the same way, or is it apparent that some other method of solution should be more successful? This should be beneficial to the committee in adjusting its plans for the remainder of the school year, in overcoming obstacles which may arise in the future and in long-range planning.

## TIMELY IDEAS PROPOSED FOR ASSEMBLY THEMES

During the past few months the editor of these articles has received several letters from schools and organizations which are interested in assemblies. Some timely and significant ideas have been proposed as topics or themes around which appropriate assembly programs might be developed. It is obvious from the tone of these letters that at this time most people desire to

make the school assembly a serious and purposeful activity, designed to focus attention on important problems which concern the welfare and future of students. Perhaps it will not be amiss if a few of the ideas for assembly topics gleaned from the letters are mentioned:

*Juvenile Delinquency.* This is one of the most serious problems which has grown out of wartime conditions. A program based on the topic should emphasize the part students can play in the campaign to prevent delinquency. The program might be based on a study of crime among boys and girls, carried on in a social science class. The topic was proposed by a specialist on juvenile delinquency of the Children's Bureau, United States Department of Labor, Washington, D. C. This government agency can supply schools with the latest information on the topic.

*New Responsibilities in Wartime.* As much of the activities of schools has been converted to serving the war effort, this topic would fit in with the things schools are emphasizing most this year. It would stress the responsibilities which citizens, and particularly students, must assume in wartime which they are not expected to meet in peacetime. It would focus attention on the importance of avoiding accidents, practicing thrift, cooperating for the common good, and protecting health.

*Planning for the Postwar World.* After the war ends, what? Students should think about this question. It offers unlimited opportunities for groups of alert students to develop interesting and stimulating discussions. So much is being written on the various aspects of the topic that it is particularly timely. The topic might be used in an assembly program planned as a panel or forum discussion.

*Use of Recordings in Assembly Programs.* There are many recordings which may be secured by schools which would be appropriate for use in connection with assembly programs. The following are the titles of recordings available from the American Council on Education, 744 Jackson Place, N.W., Washington, D. C.: *Youth Tells Its Story*—No. 1, "Our Town's Asleep"; No. 2, "After Graduation, What?"; No. 3, "Help Wanted"; No. 4, "Nothing Free But Time"; No. 5, "Our Town Wakes Up." *Youth Speaks for Itself*—No. 1, "The Play's the Thing"; No. 2, "We Found Jobs"; No. 3, "A Job Interview Clinic"; No. 4, "A Council for Youth"; No. 5, "My Own Story." The Educational Radio Script and Transcription Exchange, U. S. Office of Education, Washington, D. C., publishes a catalog of transcriptions available for school use.

*The American Dream.* "That dream of a land in which life should be richer and fuller for every man, with opportunity for each according to his ability or achievement." It has been proposed that an assembly program built around the American dream which has played such an important part in our history and which has been



admirably stated in the above quotation from James Truslow Adams would be especially appropriate at this time. Such a program should not only feature the part which the American dream has played in the growth and progress of our country but also would show that it is not dead and is still one of the great motives which helps to keep America a great and progressive country.

*The Story of American Democracy.* At the present time when we are fighting to preserve democracy and American ideals, an assembly based on this topic would be very worth-while. Such a program might be based on the documents and history of democracy. It might be made up of readings, speeches, and discussions of the various aspects of democracy. A pageant might be written depicting the story of democracy. There are films available which could be used in connection with such an assembly. The program should be related to democracy in the school and in the local community.

*Courtesy and Cleanliness.* One school is conducting a special campaign during January to emphasize courtesy and cleanliness. An assembly will serve as the climax of the campaign. It was proposed that in any school an interesting assembly might be based on the topic, and that such aspects of student life as courtesy in halls, in athletics, in classrooms, in the home, at parties and so forth, might be given emphasis.

*History of the State, Community, or Local School.* The person who proposed that assemblies be based on topics drawn from the history of the State, Community, or Local School, believes that we are not giving enough attention to this phase of history. It is his idea that each secondary school should have a Junior History Club, and that this organization would be the logical group to sponsor the assembly program.

*Intelligent Reading of the Newspaper.* Almost everyone reads a newspaper, but little emphasis has been given to instruction in how to read newspapers intelligently. An assembly program on this topic would require careful planning, and would be more effective if based on an investigation of newspaper reading habits of students, or a unit of study on the newspaper in an English or journalism class. References which might be useful in planning such a program are: "How to Read the News," by Ruth Strang, Pamphlet No. 16, U. S. Office of Education, Washington, D. C.; "Newspaper Discrimination," by Edgar Dale and Verna Spicer, Bureau of Educational Research, Ohio State University, Columbus; and Reschke, Luveilla, and Others, *The Newspaper in the Classroom*, E. M. Hale Co., Milwaukee, Wisconsin. A suitable question for discussion is: "Should the newspaper profession have an oath which would serve the same purpose for it that the 'Hippocratic Oath' serves for the medical profession?"

*Lowering the Voting Age.* Last year a joint resolution was passed by Congress to amend the Constitution to permit eighteen-year-olds to vote. Measures to bring this about have been introduced into the legislatures of thirty-one states,

and Georgia has already passed the measure. A recent survey by the American Institute of Public Opinion showed that sentiment is growing rapidly for lowering the voting age to eighteen. Surely an interesting and stimulating assembly program could be arranged to discuss this question. Possibly a debate on the question would prove most interesting.

*Friendship.* Making friends and working with others are important factors in achieving success and enjoying life. One school has planned a series of programs called "friendship assemblies" to emphasize this topic. Some of the questions on which these programs are based are: How and why do people differ? What causes them to behave as they do? What are emotions and how can they be controlled? Why do some people find it difficult to make friends and get along with others? What are the traits we admire in others? How can one use his leisure time to find the greatest happiness? How can I make and keep friends? What is personality?

*Programs Designed to Inform Students about the Armed Forces.* Many schools are holding assemblies to inform students about the armed services. This has been found particularly significant, as so many students are preparing to enter some branch of the Service. Some schools feature guest speakers from the Services along with discussions by students and teachers based on materials assembled from many sources. Perhaps assemblies designed to inform students about branches of the Service and others of a patriotic nature should make much use of their graduates who are already serving their country. When they are home on leave from duty, they might be invited to visit the school and participate in activities. An assembly might be devoted to honoring these graduates, the reading of letters from them, reports on their activities, etc.

The following paragraphs from a letter written by an Indiana teacher is suggestive of a number of things that might be done:

"I am planning an assembly which I believe will be of interest as well as educational. One of our graduates is with the American Air Force in India. He has a very beautiful tenor voice, and he and his comrades prepared a full half-hour program on records which the Red Cross was to have broadcast in America on Mother's Day. The records failed to arrive on time and there was no broadcast. However, I can get the records and have the entire program, as originally planned, in assembly.

"I also have splendid letters, regular travelogs, written by this young man, which would be excellent for use on an assembly program. He has sent many items of interest—coins, photos, jewelry, cloth, newspapers, programs, etc. He has sent enough material so that we plan to have an exhibit case with the articles labeled. A talk about the work of our troops, with these articles and maps for illustrations would make a vivid impression on students.

"Variations of such programs are endless. Students might read interesting excerpts from letters, and interesting discussions would result.

There are usually several of our boys on leave at the same time. They always come to school, and most of them talk well and willingly before groups. With a bit of planning, a unified and purposeful assembly could easily be arranged. One of our most impressive assemblies was a memorial to a former student who died in the Philippines. We exchange programs with nearby high schools. The choir from the local high school for Colored boys and girls is always very popular, and our student body requests a program by it every year."

#### JANUARY HAS MANY EVENTS SUITABLE FOR PROGRAMS

January has many historical dates and special events suitable for special-day programs. In *School Activities'* department called "Something to Do" is a list of birthdays, historical events, and special dates which might be observed during January with appropriate assembly programs. Classes in English, social studies, science, art, etc., might search for individuals who have made contributions to their particular field and build assembly programs as class projects around these famous people. Such projects may be made more realistic and interesting by choosing persons who are natives of your state, or persons who are still living.

#### OUTLINE OF POSSIBLE PROGRAMS FOR EACH WEEK IN JANUARY

It is suggested that the programs for January be related closely or coordinated with the guidance program of the school. "Developing worthy life goals" is suggested as the general theme for the programs. An attempt has been made to select themes for the weekly assemblies which will contribute to the student's understanding of this theme and thus make the series of unified programs for January a valuable part of the guidance activities of the school. The programs suggested are designed to stimulate students to think about their future, to make the most of present opportunities, to focus attention on the importance of selecting worthy life goals and working toward their realization, and to acquaint students with certain significant problems.

#### PROGRAM FOR THE FIRST WEEK

Theme: "The high school as the road to adulthood." This should be planned to serve as somewhat of an introduction to the unified series of guidance assemblies to be held during the month. The discussions on the program might be linked in various ways to some of the most outstanding topics which were proposed in the list given above. The theme might also be related to the value of the work experiences which students are receiving now as an important factor in becoming competent and independent adults.

The following outline might be suggestive to schools in planning a program on this or a related theme:

Chairman—Student Leader

Selections—School Band or Orchestra

Talk—"The purpose of high school . . . learning

to live and make a living"—Principal, Guidance Counselor, or Guest Speaker

Talk—"Growing up in a democracy . . . Becoming a competent and responsible adult"—Student Leader

Short talks or discussions—"The high school as the road (1) to vocations, (2) to wise use of leisure, (3) to good health, (4) to citizenship"—Four Students

Forum discussion—Led by Assembly Chairman. (Some lead questions: After graduation, how can students best serve their country and at the same time plan for their own future? Why is it important for young people to continue in school now instead of getting a job which will aid in the war effort? How has the war situation complicated the problems of the young people? How can students keep up their courage and plan with the future holding only the prospect of war? What are the traits of character which a mature adult should possess? What are some of the educational values of work experiences?)

Group singing—Led by Music Supervisor

#### PROGRAM FOR SECOND WEEK

Theme: "Developing worthy life goals through school activities." The emphasis in this program should be on how school activities help boys and girls to find and work toward desirable individual and social goals. It is recognized by authorities that the activities in which students engage outside the classroom have much influence in helping them form a sound philosophy of life and develop worthy life goals. All effective citizens must take part in numerous group activities—democratic group activities in school help students to develop the skills necessary for participation in the group activities of adult life.

The following outline may be suggestive to schools in arranging a program on this or a similar theme:

Chairman—Student Leader

Call to Colors—Members of the School Band

Pledge of Allegiance—Student Body

Introductory talk—Explanation of theme of the program and relationship of it to other programs during the month—Chairman

Talk—"Some worthy life goals and why they should be developed during high school years"—Principal, Guidance Counselor, or Guest Speaker

Panel discussion—"My ideas of worthy life goals and how my school activities lead to the development of these goals"—Several girls and boys who would give their views in short talks, followed by discussion among the members of the panel.

Forum discussion—Let the student body take part in discussion of the various questions raised by the panel or express their opinions—Chairman of panel may serve as leader

One act play—Dramatics Club. (Select a play

with a theme in tune with the nature of the program.)

Songs—An appropriate song for a solo by a girl, "The World Is Waiting for the Sunrise"; for a Boys' Glee Club, "Beautiful Dreamer"; for a Mixed Quartet, "In the Garden of Tomorrow."

Concluding remarks—"A challenge to present-day high school students"—Student or teacher

#### PROGRAM FOR THIRD WEEK

Theme: "The importance of thrift in the realization of worthy life goals." It is suggested that the week of January 17, Benjamin Franklin's birthday, be devoted to thrift education, and that the program be developed around this theme in order to relate it to the other themes emphasized during January. This year Thrift Week takes on new significance in view of the fact that students have more money than ever before, and much of it is wasted instead of invested or used wisely.

During the week each homeroom might develop a thrift creed, and the group that produces the best one might be permitted to present it before the assembly. In many schools, students have produced plays on thrift. A short dramatic production on thrift, either written by a student or selected from the many which are available, would add much interest to the program. The program should be related to the war-saving and other thrift activities sponsored by schools.

The following outline might be suggestive or helpful in arranging the program:

Chairman—Student Leader

Musical selections—School Band or Orchestra

Explanation of theme of program—Student.  
(Perhaps an outstanding member of the class in economics could make a good presentation of the theme.)

Talk—"Why we observe Thrift Week and its special importance this year"—Student or a Teacher

Talk—"Benjamin Franklin, the Father of Thrift"—Student

Essay—"Thrift as a factor in planning one's life"  
—A contest may be held in the economics class and the best one selected for reading at the assembly

A Thrift Creed—This should be presented by a representative of the homeroom which produced the best Thrift Creed

Report—"What happens to money earned by students"—This should be the result of a survey made during the week, of the earnings of students and what they are doing with this money. It might be presented by a teacher together with a discussion of the importance of the value and wise use of money.

Song—"America"—Student body

Salutation to the Flag

#### PROGRAM FOR FOURTH WEEK

Theme: "Making the most of opportunities offered by the high school." This program should present the successful achievements of the high

school during the first semester and emphasize ways in which students can be more successful during the second half of the year. One high school is planning a program to be given at the end of the first semester, based on the quotation, "We look before and after." It will be a review of the first semester and a presentation of plans for the second. Such a program would fit in with the idea of emphasizing guidance during January.

The following outline might be suggestive for schools which want to carry out the idea for a program of this kind:

Chairman—Student Leader

Song—"Safely Through Another Term"—Student body

Bible Reading—I Samuel 18:1-5; 19:1-7, followed by Lord's Prayer—Led by Student

School Song—Student body

Demonstration—Physical Education Department

Talk—"The highlights of the first semester's work"—Faculty member

Recitation—"An aim in life is the only fortune worth finding"—Student

Talk—"What the high school expects of its students"—Principal or Teacher

Talk—"What we should accomplish during the second semester"—Student

Bits of humor from school life—Student

Presentation of prizes, awards, insignia for outstanding achievements of students—Principal or Chairman of Awards Committee

Song—"The Star Spangled Banner"—School

Salutation to the Flag—School

#### INFANTILE PARALYSIS CAMPAIGN AND CHILD LABOR DAY PROGRAM

Two events which are held during the last week in January offer opportunities for assembly programs or for parts of programs. These are the Infantile Paralysis Prevention campaign and Child Labor Day. The two topics might be combined into one assembly built around a theme such as, "The importance of health in the realization of worthy life goals." This would relate it to the unified program of guidance carried out in assemblies during the month.

The form of participation in the Infantile Paralysis Prevention Campaign should include education on the significance of the event, and opportunity for contributions to the "March of Dimes" for the infantile paralysis fund. Pressure should not be brought to bear to compel contributions; they should be put on a voluntary basis.

Local conditions will determine whether an assembly program in observance of Child Labor Day would be appropriate. Forty years ago, at the beginning of the Twentieth Century, child labor was respectable, though not always respected. During the years since then, it has become less and less respectable, until even those employers who still practice child labor feel obliged to excuse themselves for doing so. The depression, though it was bad in most other ways,



did defer the age at which young people went to work and encouraged their staying in school as long as possible. Now the war, with its labor shortage, is raising the old bogey again. Harassed employers are using the national emergency as an excuse for relaxation of standards. Will child labor again become respectful? Must the long struggle for the rights of young citizens be fought for again after the war? Will our youth be able to cooperate in the war effort without destroying permanently our hard-won standards?

These are some questions proposed by the National Child Labor Committee, 419 Fourth Avenue, New York, New York. The following program for an assembly in observance of Child Labor Day has been suggested by this organization:

**First speaker:** A five minute discussion of legitimate war work for young people as contrasted with illegal or harmful occupations. Also a distinction between the work which is legitimate for sixteen and seventeen year old students as contrasted with that for fourteen and fifteen year old and younger students.

**Second speaker—**A five-minute summary of the history of child labor before the war.

**Third speaker—**A five-minute discussion of national and state child labor laws.

**Fourth speaker—**Your local child labor laws and practices—local employment certificates, how issued, for what kind of work, etc. Five minutes.

**Fifth speaker—"Children in agriculture."** This should include the Volunteer Land Corps and other summer farm recruitment groups, particularly in your state. Eight minutes.

**Sixth speaker—"Young people in industry."** This includes factory or farm work in which sixteen and seventeen year olds are permitted to work. It might be delivered by a boy who has done such work. Eight minutes.

**Seventh speaker—**Occupations for boys in which harmful relaxations are being introduced throughout the nation. Pay particular attention to any local changes in law or practice. Six minutes.

**Eighth speaker—**Occupations for girls in which harmful relaxations are being introduced. Six minutes.

**Ninth speaker—"Job hazards."** This should deal mostly with accidents arising from fatigue, inexperience and carelessness, or the use of unfamiliar machinery. Seven minutes.

**Tenth speaker—"The advantage of going on with your education."** Here you should stress "dead end jobs" and the need of a higher education if boys and girls are to get ahead in the armed services, in war work, and in postwar jobs.

Material for all these speakers may be obtained from the National Child Labor Committee, 419 Fourth Avenue, New York, New York, or from the Children's Bureau, U. S. Department of Labor, Washington, D. C. Write in plenty of

time for lists of pamphlet publications and free material. If approached intelligently, your local business men will help you. If yours is a farming or an industrial community, arrange the program to lay more stress on your own problems. Comb your local and school libraries. Write to your State Department of Labor and Education for material; visit your county seat. Talk to the employers in your town and to young people who have jobs. Collect all the information you can on the topic—then formulate your own opinions and develop an assembly program which will be appropriate for your school.

## FOR MORE HIGH SCHOOL AVIATION PROJECTS

Even before the present world conflict began, progress and expansion in the field of aviation had reached unprecedented levels. However, the impact of the war accelerated still more the air-mindedness of our people. The appeal of the new world of the sky has been most pronounced among the young people attending our junior and senior high schools.

To capitalize upon this absorbing interest in aviation, which is playing so vital a part in the war, is both an obligation and a challenge to educators of adolescent and pre-adolescent boys, who will participate and live in the air age of tomorrow.—Charles G. Christiano in *High Points*

Liberty has still a continent to live in.—Walpole.

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## News Notes and Comments

Current numbers of *The School Press Review* carry installments of "Publication Tips" on newspaper makeup.

Wide recognition is being given Helen Devault Williams for her success with her Speech Choir at David Hickman High School, Columbia, Mo.

It is the honest conviction of the United States Office of Education that the high school student engaged in classroom or extra-curricular theatrical activity can prove himself no less worthy of the Victory Corps insignia than is the chemistry student or the student of trigonometry. The High School Theatre can help win the war.—*United States Office of Education.*

*The Scholastic Editor* presents a question-and-answer roundtable on war publishing problems of high schools in its November number.

The Champion Paper and Fibre Company's 1944 year-book manual, "Your Wartime Year-book Is Writing History" may be had by writing to the company at Hamilton, Ohio.

The Twentieth Annual Contest for Student Newspapers and Magazines which is conducted by the Columbia Scholastic Press Association closes early in 1944. The deadlines have been announced as follows: Newspapers, January 12; Elementary Publications, January 21; Magazines, February 2.

### Swap Centers for Shoes

One means of easing the burden on families with growing children is to establish a community "swap center." This center, says OPA, "is a place where boys and girls in their own communities can obtain coupon-free shoes which have been outgrown but not outworn by other youngsters. Swap centers are not salvage projects or charity affairs. Aimed at making the supply of shoes on the home front go as far as possible, they should benefit everyone." School authorities may get further information from Media Relations, Department of Information, OPA, Washington, 25, D. C.

### Training Golf Caddies

As one of its activities the Raleigh, North Carolina, Recreation Department has trained two hundred golf caddies. Before the training course these caddies received 50 cents an hour; after training they were paid 75 cents. The course was given in weekly sessions of two hours, extending over a month. A Caddie Club has been organized through which the boys enjoy outings and other activities.—*Recreation.*

Numerous *School Activities* articles have been

reviewed in recent numbers of *School Management*.

### Citizenship Day Reports

Citizenship recognition ceremonies were held this year in no less than 490 communities, according to a report just released by the Department of Justice through its Immigration and Naturalization Service. Over one-third of the nation's population reside in these places, located in forty-four states and in our island possessions. Most of the celebrations occurred on or about "I Am an American Day," the national Citizenship Day held on May 16, in response to the proclamation by the President.

"Panic and Its Control," a 16-page pamphlet dealing with the epidemic of group fear, its consequences, and how panic may be prevented in places where large numbers of people assemble, has been published by the National Conservation Bureau, accident prevention division of the Association of Casualty and Surety Executives, 60 John Street, New York, 7, New York.

National Drama Week, February 6-13, will be observed this year for the purpose of (1) focusing the attention of the general public upon the contributions which the theatre and the drama are making to the war effort, and (2) assisting in the mobilization of the resources and services of all theatre groups for more effective participation in the war effort.

### Future of the N.A.S.C. Assured

Though the annual convention of the National Association of Student Councils could not be held last summer, the Executive Board of the National Association of Sponsors met in New York City on October second and made plans for both organizations. An outstanding achievement of this meeting lies in its providing for full cooperation with the Department of Secondary School Principals.

"War Savings Programs for Schools at War" is a handbook of dramatic material prepared by the Education Section of the War Finance Division, United States Treasury Department. Major topics given in its table of contents are: Let's Have a War Savings Program, Where to Find Published Program Material, Suggestions for Writing Your Own Scripts, and Six Tested War Savings Plays.

### A Party for Every Occasion

To meet the needs of persons in charge of school parties, Helen Stevens Fisher, of the Have-Some-Fun Service, 5630 Kenmore, Chicago, supplies party plans and suggestions for all sea-

sons. Twenty-five cents will bring a sample.

Because of lack of operating funds, the Theatre for Victory Council, established last spring at the suggestion of various government wartime agencies and representing nine non-commercial theatre organizations, was officially dissolved at a conference held in Cleveland early in October. The death blow to the Council actually came last June when the Congress cut appropriations for several units in the OWI, OCD, and other government war-time agencies. However, the termination of the Council will not mean a lessening of effort in behalf of the war program by the groups represented. The work in behalf of soldiers theatricals will go forward under the direction of the National Theatre Conference, while the American Educational Theatre Association will carry on with its program to locate new war-time plays. The National Thespian Society will continue to promote the activities of the High School Theatre for Victory Program.—*The High School Thespian*.

### Death from an "Unloaded" Gun

A seventeen-year-old high school senior girl was shot and killed in rehearsal of a high school play at Haddam, Kansas, early in December. A coroner's jury decided that the death was "accidental."

"Understanding Juvenile Delinquency" and "Controlling Juvenile Delinquency" are two recent publications of The Children's Bureau, U. S. Department of Labor.

"Get Together Americans," by Rachel Davis-Dubosi, just published by Harper & Brothers, is a valuable program and project handbook for group leaders concerned with the achieving of democracy in relations among racial and cultural elements in our country. For the enrichment of community life and the improvement of human relations, it offers concrete suggestions of things that can be done at home, in the school, and in other organizations.

"Parent-Teacher Neighborhood Meetings," by N. D. Myers, in the December number of *The Journal of the N.E.A.*, tells how the Palos Verdes School District, of California, is meeting problems growing out of wartime population shifts.

"Balancing School War Activities" is discussed by Superintendent H. D. Eldridge, of Greeley, Colorado, in the December number of *The School Executive*. In this article, he outlines a plan for wise selection and rejection of drives, projects, and campaigns offered schools as a part of our war efforts.

### Purchase of Basketball Shoes

It is possible for high school players to be supplied with basketball shoes without the use of their personal shoe ration stamps. Any educational institution may obtain certificates or

special shoe stamps to acquire the number of shoes needed. To get the certificates or special shoe stamps the school should apply, on OPA Form R-1702, to the District Office for the area where the school is located.

### WEIGHED IN THE BALANCE

The value of athletic experience in the lives of young men is being tested today as never before in the history of our country. The verdict is favorable. Young men with such experience have a better chance of standing high in quality or service, endurance, even in sheer survival. The wish of those who have come into control of the lives and services of these youth is that all of them might have had vigorous athletic experience with its resultant development of endurance and coordination. And right here is our problem for the future. Our rallying cry must be, not less athletics, but more and better athletics for more and more of our youth. Can we meet the challenge?—*L. L. Forsythe*.

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# Something to Do

C. C. HARVEY, *Department Editor*

## VITALIZE THE PLEDGE OF ALLEGIANCE TO THE FLAG

At almost every assembly program in schools throughout the United States the student body repeats the Pledge of Allegiance to the Flag. How many of us know how the pledge originated and the history of it? The next time you have charge of an assembly program dealing with a patriotic theme, assign one of your students the following three minute talk which answers all questions about the Pledge of Allegiance to the Flag.

Behind the pledge of Allegiance to the flag there is a true saga of Americanism. As is the case with so many other institutions, there is a great deal of uncertainty connected with the subject of who originated the pledge to the flag. The theories are many, and in nature, diverse.

However, one fact seems certain. The records show that this pledge—: I pledge allegiance to my flag, and to the republic for which it stands; one nation indivisible, with liberty and justice for all" was written in tentative form by James B. Upham of Boston. It was later rounded out and put into final form by the members of his firm and by the editorial staff of "The Youth's Companion" a publication of his firm.

This pledge first obtained wide publicity through the official program of the National Public School Celebration of Columbus Day which was sent out in leaflet form to the schools throughout the country in September, 1892. As for official recognition, the pledge was first used officially during the National Public School Celebration of October 21, 1892, which took place simultaneously with the opening of the World's Columbian Exposition in Chicago. On that occasion it was repeated by millions of public school children throughout the United States.

From time to time, versions of the pledge appeared with the word "country" substituted for "republic" or the word "American" inserted before "flag" but the changes never gained favor or long survived.

There have been other claims to the origin of the pledge, for example, that of Frank Bellamy, a Kansas school boy, who submitted the pledge as his own in a school contest in 1895. But this with many others like it has been disproved.

The pledge was brought nearer to its present form at the "First National Flag Conference," held in Washington under the auspices of the American Legion June 14 and 15, 1923, attended by delegates from patriotic societies, civic bodies, and other organizations. At this conference the words "The flag of the United States" were substituted for "my flag." This change was brought about because some alien children, when rendering the pledge, had in mind the flag of their native land, when they said, "My flag."

For the sake of greater definition, the Second

National Flag Conference held in Washington on Flag Day, 1924, added the words "of America" after "flag of the United States" so that the pledge now reads as we all know, "I pledge allegiance to the Flag of the United States of America and to the republic for which it stands, one nation indivisible, with liberty and justice for all."—FRANKLIN L. HOPPE, Teacher of Problems of American Democracy, Orange High School, Orange, New Jersey.

## HERE'S A BRAND NEW IDEA; ORGANIZE A RADIO CORPS

One of the ways to make radio, public address systems, or recording equipment available to all in high school is the organization of a Radio Corps. This is a student group from the dramatics or science club; or from a speech, English, physics, or social science class.

Its duties are: (1) Preparation of a radio log of available educational and worthwhile entertainment programs, classified by subjects. (2) Maintenance and operation of portable equipment. (3) Testing and locating rooms in the building which enable best reception. (Some electrical equipment interferes.) (4) "On-call" scheduled service during and after school to set up, supervise reception, return equipment. (Students may also be scheduled during study or homeroom periods.) (5) Demonstrations of use of such equipment to P.-T.-A. or other groups in collaboration with panel or discussion clubs.

It is surprising how well a student group will accept responsibility for details and relieve the teacher, yet make devices available to the classes. They learn cooperation, service, and democratic acceptance of responsibility.

Similar crews for handling auditorium lights, curtains, simple equipment for assemblies, or for operating movie machines, also are practical. The students get real experience, the school has efficient use of equipment and conservation of precious priority teaching tools.—ELIZABETH S. HOGGE, Vice-President, Minnesota Speech Association, Winona, Minnesota.

## GUIDANCE GIVEN STUDENTS IN EARNING POCKET MONEY

Last year we inaugurated the homeroom type of guidance in our school. Half-hour periods four times per month were set aside for this new program.

Students are from low-income homes, but they have the normal desire of adolescents to purchase clothing, to go to the movies regularly, and to patronize the corner confectionery. To get money for luxuries, students were quite willing to do odd jobs after school and on Saturdays. Our problem was to find suitable tasks for them to do to help them earn money to buy the things

they wanted. Continued frustrations might lead some of them to petty thievery and eventually to crime.

In planning our homeroom program, a Vocational Clearance Program was worked out which included the following features: (1) A survey was made to find out the odd-job possibilities in the neighborhood. (2) The students were required to determine which of these jobs they could do and how well they could do them. (3) Ways and means were found and discussed for preparing pupils to do better jobs that might be turned up in the neighborhood.

Many of these problems the students solved among themselves after a sort of improvised placement bureau was set up. Employers of different types of businesses were asked to come and talk about their business and what they would expect from prospective employees. These talks were held the first week of each month. The other three meetings were devoted to thorough discussion of points brought up by the employer. Next followed the self-evaluation clinic, in which the students themselves largely determined how far short they came from the employer's standards. They then proceeded to work on their shortcomings. At the other meetings, problems of the wise spending of money, the proper evaluation of foods and other com-how to guard against unscrupulous salesmen, and modities as were found in the magazine *Con-*

*sumer's Service* were discussed.

In evaluating these Vocational Clearance Programs (the following objectives seemed to be accomplished: (1) Students became orientated to work. (2) They learned to have increased respect for the place of work in life. (3) They learned that doing the job well was of as much importance as receiving the pay therefor. (4) Valuable opportunities were afforded to evaluate various vocations. (5) Wants for pocket money were satisfied. (6) Delinquency was diminished. (7) A few jobs led to full-time summer employment.—IRMA C. HARRIS, Teacher and Part-time Counselor, 2202 Hull St., Richmond, Virginia.

#### CAFETERIA HOSTS AND HOSTESSES PROMOTE ORDER AND COURTESY

Each table in our student cafeteria has a host and a hostess, whose duties are similar to those of a person in his own home. They introduce people, check to see that trays are returned and the tables left in order, and encourage socially acceptable conduct. These students, chosen from a list of volunteers, wear identification badges and are allowed to go through the lunch line first in order that they may be at their tables when others arrive.

In each of the three lunch periods there is also a Head Host, his assistant, a Head Hostess, her

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assistant, and a Faculty Host and Hostess. At the beginning of each period, the students in charge of the tables report to their Head Host or Hostess. During the period, those responsible for the tables try to handle any problems which may arise. If for any reason they are unsuccessful, they may consult the Head Host or Hostess. In case these two cannot decide upon a satisfactory procedure, one of the faculty members is asked for suggestions. He will not, however, take any action in the matter unless requested to do so by students.

The student body has the utmost respect for this system and a very friendly attitude toward the faculty present because they regard them as advisers rather than policemen. Thus by putting organized democracy to work, a solution has been found to the common problem of lunchroom disorder and discourtesy.—RIDA DUCKWALL, Instructor, Topeka, Kansas, High School.

### DRAMATICS CLUB STRESSES ACTIVE PARTICIPATION

The Oskaloosa, Iowa, High School Dramatics Club attempts to give all its members an opportunity to participate actively. In addition to the varied possibilities in acting or working backstage on formal productions, there are many functions of a less formal nature where students carry the major responsibility.

As all special interest clubs meet at the same hour, the student chooses what he really desires. For tryouts he prepares a short memorized or improvised impersonation to present before the committee (president, vice-president, and the sponsor). The sponsor serves on the committee to select the honored members who are awarded the club pin in recognition of dependable and active participation.

However, in most of the other work the sponsor merely stimulates and cooperates. The program committee, consisting of the vice-president and two members, is the only standing committee. The secretary and the treasurer keep accurate records, and any committee appointed is expected to give a report at a subsequent meeting. Special committees are appointed as the needs arise. Last year some activities included a float in the homecoming parade, a service honor roll to hang in the classroom, a pep stunt for an assembly program, and a sliding party with the science club.

At the end of the year officers are elected after nomination speeches, which many times include examples of initiative and ability noticed by fellow members in committee work. Although the graduation of seniors causes many vacancies each year, through working together members soon establish a common bond.—ERMA M. SMITH, Oskaloosa, Iowa, High School, Speech Teacher.

### CLUB PRESIDENTS' COUNCIL HELPS FORMULATE POLICIES

In 1939, presidents of the thirty-two clubs at Roosevelt High School, Washington, D.C., met

for the purpose of drawing up a calendar to avoid conflicting dates and confusion in the use of clubrooms. Many other projects grew out of this informal meeting, and a permanent organization was formed, consisting of the club presidents and members of the National Honor Society.

Under the name "Council of Club Presidents," this group serves a very useful purpose in the school-community. It is a very active leadership organization, helps to coordinate the activity program, and aids the administration in formulating policies and in promoting the general welfare of the school. Its two types of leaders—the club presidents who are entirely pupil-selected, and the Honor Society which is largely selected by the faculty—make up a democratic and representative body.

For high schools which want a simple but effective plan of organization for a council to aid the administration in forming and carrying out policies, a council of club presidents could be adapted to local conditions almost anywhere.—MAY P. BRADSHAW, Principal, Theodore Roosevelt High School, Washington, D. C.

### PUPILS FIND UNIQUE WAYS TO MOTIVATE WAR PROJECT

On December 1, 1942, in commemoration of the first anniversary of the war, pupils of Fort Morgan, Colorado, High School began a concentrated war bond and stamp campaign. From that date, the sale became a regular feature of the school's war activity. The fact that the school's bond thermometer topped the \$15,000

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in four months is testimonial of its success.

During the school year, a different organization sponsored bond sales each week. Consequently, new motivating ideas were added continually.

One of the most successful projects was the joint celebration of Pan-American and Costume Day, April 14, the highlight of the drive sponsored by the School Council during the week of April 12-16. The council set for its goal that week the sale of enough bonds and stamps to purchase a jeep, approximately \$900. Most effort was expended on the celebration of Pan-American Day, which was observed as follows.

Carrying out an annual school tradition in a new way, pupils appeared April 14 in costumes appropriate to any of the Pan-American nations. Color was carried out in posters, displays in show cases, and the use of the Spanish language as much as possible. Following a colorful parade through Fort Morgan, an assembly was held which emphasized the need of close and friendly Pan-American relations and urged pupil support of the "Jeep Campaign." The entire celebration was climaxed by an all-school social hour, at which an auction was an added feature. Lost and found articles were auctioned off to the bidder who offered to purchase the greatest number of bonds and stamps. The buyer kept the bonds and stamps, as well as the article pur-

chased. A total of \$118.60 in war bonds and stamps was amassed through the auction and admission to the social hour. The admission fee was the purchase of a war stamp of any denomination.

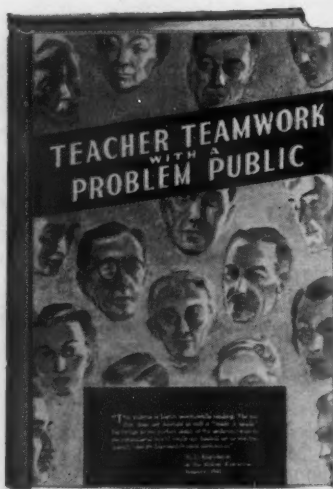
At the close of the day, the council had reached and exceeded its goal to the tune of seven jeeps. The grand total during the jeep campaign, most of which was gained on Costume Day, was \$6,540.75.—Journalism Class, Fort Morgan, Colorado, High School, Patricia Kennedy, Instructor.

#### VOCATIONAL ANALYSES FEATURED ON JUNIOR-SENIOR HOMEROOM PROGRAMS

Each year during the second semester, Wednesday homeroom periods for juniors and seniors are devoted to vocational analyses presented by people actually engaged in particular occupations or closely associated with them. During the first semester, the counselor makes a survey of the occupational interests of the eleventh and twelfth grades and attempts to secure speakers to discuss the vocations in which these pupils are most interested. Undue emphasis on the professions is avoided as far as possible, although it is difficult to secure speakers to discuss the other occupations.

As there are approximately three hundred pupils in the junior and senior classes and it is

## The Problem of Every Teacher



is to secure public understanding and appreciation. The task of every school administrator is to aid his teachers in the solution of that problem.

"Teacher Teamwork with a Problem Public," by C. R. Van Nice, analyzes teacher-public relationships and shows how a school faculty can gain and hold public confidence and support. In an entertaining manner, it treats this subject which is so vital to a school's success but which has been so consistently missed by other writers in the field of education.

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necessary to use the classrooms, an effort is made to have five or six analyses presented to the groups at the same time, allowing pupils to choose the types of work which interest them most. Sometime before the talks scheduled for a given date, each pupil fills in a form indicating his first and second choice for that date. An attempt is made to give seniors their first choice; when necessary, juniors are shifted so that the rooms will not be too overcrowded. A teacher present at each talk checks attendance from a list provided by the counselor.

Each speaker is requested to present a formal analysis of the occupation during the first part of the period and then allow time for questions and discussion. Pupils who are sufficiently interested may remain at the end of the period for further discussion. Both pupils and faculty believe that this program is very beneficial and worthwhile. Many of the speakers have commented on the interest and responsiveness shown by pupils.—MRS. VICTORIA M. KELLER, Guidance Director, Lansdale Senior High School, Lansdale, Pennsylvania.

#### PUPILS TAKE INITIATIVE IN RELIGIOUS EXERCISES

Washington Gardner High School, Albion, Michigan, like many others, attempted for a long time to give no religious programs for its pupils. It was the school council which took the initiative in getting the high school to hold exercises of a religious nature.

At the suggestion of the council and with the approval of the principal, five pupils and two faculty advisers were selected to serve as a chapel committee. This group assumed responsibility for planning a program every two weeks on a religious theme. Pupils presided at these affairs and took all parts in the services except to give the ten minute devotional talk. Usually clergymen from various local churches are asked to make the devotional talks.

This is a pupil activity both in planning and participation, and all members of the school community support it. Even the cynical say, "Well, it's not so bad after all." In planning the exercise for the Lenten period, it was agreed that the program should differ from the others. Pupils gave various talks and provided musical numbers, with only the closing remarks being made by a clergyman. As the service was not to be held on Good Friday, the group began the Story of the Life of Jesus with His baptism, dealing further with such aspects of His life as "work," "opposition," "dedication," "crucifixion" and "resurrection."

As the first step in preparing this program, pupils were assigned topics and wrote out their treatments in full. The material was then discussed with the faculty adviser who helped to evaluate it and made suggestions for its arrangement in order that the presentation might be effective. The final act of preparation was a meeting of the group for private rehearsal. It was at the close of this season that a pupil re-

marked, "I just hope that we do this in the right spirit and not for ourselves." These words, "in the right spirit," have become the motto of the group and indicates the attitude of almost all pupils toward the exercises. Programs of this kind are appropriate for any high school, if they are given "in the right spirit."—Chapel Committee, Washington Gardner High School, Albion, Michigan.

#### NEED TO MAKE SOME MONEY? TRY THIS UNIQUE PROJECT!

In order to give the activities budget a boost, my high school sponsors a program which is called "A Trip Around the World." Each homeroom represents a different nation, dresses in costumes characteristic of their nation, and prepares food for sale which is eaten in that country.

In each homeroom there is an individual player or a group with instruments who provide music from the country represented. Rather than charge admission to each homeroom, one general ticket was sold which had on it the names of each country represented on the program. As each room is visited the name of the country it represents is torn off.

This project has proved successful in my high school for a number of years. It is a means of getting the entire school interested in working on a common activity, and is a unique method of raising money. Pupils have a lot of fun putting on

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the program, and it is worthwhile from an educational point of view, as participants learn something about the people and customs of other countries.—ILA TROTTER, Salix, Pennsylvania.

# **"BOY MEETS GIRL"** **AT THE BLUE BONNET FAIR**

The Blue Bonnet Senior Girl Scouts were tremendously excited; they were arranging their first girl-and-boy party and planned to ask as their guests the members of the Senior Boy Scout Troop who met at the same church. Their leader had already, at their request, consulted with the boys' leader and had found that both the leader and the boys would like to have some social affairs with the girl group. Then the twenty-two girls met in their patrols and gave their ideas for the party to their patrol leader who then communicated the ideas to the Court of Honor or executive committee, which was composed of the adult leaders, the patrol leaders, and the girl officers. The plans voted on by the committee were taken to the open meeting and discussed. Final plans were then made and each girl assigned to a committee.

The girls decided on a country fair box-lunch

party to start at six o'clock with games. The Boy Scout Troop was presented a tiny pasteboard box which when untied was an invitation. The boys accepted, and the final plans for the party were made. The girls voted to wear street length "good" dresses such as one would wear with a best beau to a fair and they also voted to ask the troop mothers to be in charge of the games and to be the judges of the contests. These girls had all come up from a younger Girl Scout Troop where their mothers had always participated in their parties, so it seemed only natural they should have a part in their first boy-and-girl party.

The night of the party found a recreation room with posters and booths, with numerous games in the church transformed into a country fair arranged for entertainment. The games went along well, and the girls and their partners had much fun and became better acquainted. There were no wallflowers. Then came the judging of the lunch-boxes to find the most beautifully decorated one. This was a difficult task; they were all very beautiful—some were baskets tied with large bows, others were hand-painted, still others centered with a corsage of real flowers. After the prizes were awarded, the partners took

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their lunchboxes and had supper. The mothers served punch and ice cream. Following supper, the boys and girls played mixing games.

The party was so successful that a similar event was held at Christmas time, to which they wore formals, inviting the same boys and some other Girl Scouts and their escorts. The boys then reciprocated with a steak fry, and so a tradition of Senior Boy Scout and Girl Scout parties was started. Both boys and girls got their social relationships off to a happy and wholesome start. DOROTHY JACKSON, Whittier Hall, 1230 Amsterdam Avenue, New York, New York.

### THIS SCHOOL SPONSORS PROJECT TO TEACH HEALTH AND MANNERS

At the Washington School, Pawhuska, Oklahoma, the lunch program was formerly conducted by the WPA, but recently the Parent-Teacher Association has assumed this responsibility. One of the aims is to teach health habits and good manners as part of the program. The following outline will give some of the activities carried on through homerooms as part of this program:

Discussion of sanitation and foods necessary for a balanced diet during health periods. Study of health and manners slogans in English classes. These were first written on the blackboard and later on placards for display in hallways. Playlets depicting good and bad table manners were given in assembly. The upperclassmen made a movie reel that portrayed the correct table and cafeteria manners. This included correct table posture and correct use of table services at dinners, parties, or at daily school luncheons.

An illustrative movie was made on the inside of a double roll of light colored wallpaper which served the purpose of a film. Each end of this roll of paper was fastened to a reel that was rolled or unrolled at will to show the pictures and illustrations. The pictures were drawn by the students in the art class. As the movie was shown, students acted out the various scenes which it depicted.

The students, with the help of the Home Economics teacher, took over the lunch program for two weeks, and prepared, planned, and served meals for the entire school for a two-weeks period. During this period all rules of correct table and cafeteria manners were carefully checked. We feel that this experiment was beneficial to the students and would be practicable for any small school.—S. L. AYERS, Principal, Washington School, Pawhuska, Oklahoma.

### HOME ECONOMICS GIRLS SPONSOR FASHION SHOW

A fashion show in which the members of the seventh grade home economics class modeled broomstick skirts, slacks, blouses, pinafores, and dresses which they had made from all kinds of cotton materials was the main attraction of an assembly program given at the Marshall Junior High School, Huntington, West Virginia.

This show was incorporated in a skit entitled

"Happy Days," by Edith Balfour Dunn. (McCall Fashion Service, *McCall's Magazine*) The other feature of the program was a play, "Pappa Pepper—the Patriot," (*Plays*, March, 1943), given by the seventh grade homeroom of which the home economics girls were members.

Both of these productions were planned and rehearsed as a homeroom project. The skit was good assembly material because it enabled the students to display what they had done in class. The play was easy to produce and very suitable for adolescents because the theme was a timely one which appealed to excitement-loving junior high boys and girls.—VIRGINIA RIDER, Critic Teacher in English, Marshall Junior and Senior High School, Huntington, West Virginia.

### HISTORICAL DATES IN JANUARY

January 1, 1863, President Lincoln issued a proclamation freeing the slaves in those states and parts of states which were in rebellion on that date.

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January 7, 1800, Millard Fillmore, thirteenth President of the United States, was born at Locke, Cayuga County, New York.

January 8, 1815, the last battle of the War of 1812 was fought at New Orleans. This victory made General Andrew Jackson a national hero. The day is observed in several states as Jackson Day, or Old Hickory's Day.

January 9, 1793, the first balloon ascension in this country was made by a Frenchman, Francois Blanchard, in Philadelphia.

January 10, 1920, the Treaty of Versailles was ratified by Germany. The League of Nations for the establishment of which this Treaty provided came into existence on that date and is frequently observed as League of Nations Day.

January 16, 1778, France recognized the United States as a free and independent nation and agreed to send troops and ships to help the Americans in their struggle for freedom.

January 17, 1706, Benjamin Franklin was born in Boston, Massachusetts. It has been said that Franklin had a greater influence upon American life and learning than any other person.

January 19, 1807, Robert E. Lee, regarded by many as the ablest soldier America has produced, was born in Westmoreland County, Virginia.

January 19, 1809, Edgar Allen Poe, great American poet and father of the modern short story, which is America's greatest contribution to literature, was born in Boston, Massachusetts.

January 25, 1759, Robert Burns was born about two miles from Ayr, Scotland. Scotchmen the world over, the United States included, gather on the anniversary of his birth to glorify the poet and the country which produced him.

January 29, William McKinley, twenty-fifth President of the United States, was born at Niles, Ohio. The anniversary of his birth is observed as Carnation Day.

January 30, 1882, Franklin D. Roosevelt, the thirty-second President of the United States, was born at Hyde Park on the Hudson, New York. Each year on his birthday balls are given throughout the country to raise money for the prevention of infantile paralysis.

"America is fighting for a better life after the war. But what kind of life will it be if the forgotten youngsters, coming to manhood and womanhood are morally maimed?"

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"It is just as much a symbol of patriotism to have the nation's schools lighted at night as to have flags flying over them in daytime."

—Mark McCloskey

## Comedy Cues

### LITTLE MINISTER

A clergyman who is scarcely five feet tall accepted a call to a new field. Entering the church for the first time on his opening Sunday, he was confronted with a very lofty pulpit. He climbed up into it and when he arose to preach his head could scarcely be seen above the rostrum.

Solemnly he announced his text: "It is I. Be not afraid."

The reassurance was too much for the audience which broke into laughter.—*Journal of Education*

### TRUE STORY

A young lady recently applied for a position in a government office. She asked the clerk how many girls worked in the office, and he said about half of them.—*Balance Sheet*

A woman who sent her little boy to the store for two pounds of plums, complained to the grocer that he had sent her only a pound and a half. "My scales are O.K., madam," he retorted, "have you weighed the little boy?"

—*The Oklahoma Teacher*

### A SURE THING

Judge: "Do you challenge any of the jurors?"

Defendant: "Well, I think I can lick that little guy on the end."

—*Wisconsin Journal of Education*

### DEMOCRACY

Stepping from a luxurious car, the expensive-looking middle-aged woman haughtily approached the sentry.

"I wish to see my son, Montmorency Montpelier," she said.

"Who?" asked the sentry.

"Montmorency Montpelier. He is a tall, handsome, blue-eyed young man, with delicate—"

"Oh, sure, I know who you mean," interrupted the sentry and, turning toward camp, he shouted:

"Hey, Stinke-ee-ey!"—*Journal of Education.*

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